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Abstract

These first two books prepared by the Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands provide detailed instructions for teaching aural and oral skills in English as a second language to Ponapean children in Grade 1. Each book consists of ten lesson units; each lesson unit consists of five lessons. A statement of the aims for the lesson, the visual aids needed, and an outline of the steps for teaching the given structures precede each lesson. An achievement test follows each five-lesson unit. Instructions for computing class percentages are given in the prefatory section of each volume. See related documents AL 002 134 for a description of the Program and AL 002 141 for the line-drawing picture books which accompany these two volumes. (AMM)

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ENGLISH

BOOK I

AL 002 135

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ENGLISH

Book I

The curriculum materials herein were developed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view do not necessarily represent official Office of Education position.

University of Hawaii
Honolulu, Hawaii
June, 1969

Corpus (Book I)

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To the Teacher:

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions --- anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) in Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story is repeated everyday of the unit.

Most of the structures in the narrative are presented for comprehension not production. Structures for production will be taken from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc. are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects, you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The procedure tells you step by step how to proceed with the lessons. Follow the steps carefully. You may insert songs, and relaxation activities in between steps when children seem restless.

Dialog:

Dialogs should be taught as follows:

1. The teacher models the dialog. Students listen.
2. Teacher repeats the dialog. Children repeat.
3. Divide class into two parts. One-half takes one role other half takes the other role. (Teacher can prompt both halves.)
4. Assign parts to rows of students.
5. Assign parts to individuals. (It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn at least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song if you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.

2. To provide language practice in listening to and obeying commands. The teacher should first demonstrate the activity while the students watch. The second time the children try to follow the motions. The third time they try to repeat the words and follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first, then smaller groups until you get down to individual responses.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

1) Indication of the structure(s) to be tested.
2) List of items needed to give the test, such as certain visual-aids.
3) Instructions as to how to give the test, usually including examples for the teacher and/or the students.
4) Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding the class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE NUMBER OF ACTUAL CORRECT ANSWERS.

For example: 1) If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.

2) If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses:
1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0

3) If the total number of possible correct answers is divided into the number of actual correct answers, it is:

$$\frac{10\ \text{(actual)}}{20\ \text{(possible)}} = .50 \text{ or } 50\%$$

4) Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST; DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example: 1) If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.

2) If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of students times number of possible answers), the result is 200.

3) Here are the scores (actual correct answers) of the 20 children:

5 8 5 5 9 10 10 4 0 0
3 5 7 8 9 1 7 3 3 8

Adding these scores together, the total count of actual correct answers is 110.

4) Looking at the original formula,
multiply the total number of possible correct answers by the number of students taking the test (2); divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

5) Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. It would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books especially, the tests have been written to be presented aurally and responded to orally; obviously, this is because young beginning English students cannot read or write. However, as the books progress, more and more of the tests are written so as to be presented in a written form or aurally, and to be answered on paper. These latter tests, being written rather than oral, therefore, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

BOOK ONE, Unit I

Listening Comprehension narrative

Anita David and Dakio Robert are friends. They walk to school together every morning.

Anita waits for Dakio. When she sees him she calls to him, "Good Morning, Dakio."

He says, "Hi, Anita. How are you?"

"I'm fine, thank you," she says. "How are you?"

"I'm fine, too," Dakio says.

There are two new students in their class. They're from Sekere. Dakio asks Anita if she knows the girl's name.

"Oh, yes," Anita says. "Her name is Marda. But I don't know the boy's name."

"Is the teacher's name Ehas?" Dakio asked.

"Yes, it is. His name is Ehas," Anita said.

New for production:	Greetings What's your/his/her name? My/his/her name's Anita.
New for recognition:	I don't know. They're from Sekere. Is his name Astaro? Yes, it is. What's the teacher's name?

Suggested Comprehension Questions:

1. Does Dakio go to school?
2. What is the girl's name?
3. How does Anita greet Dakio?
4. What does Dakio say?
5. Do Anita and Dakio know the names of the new students?
6. Where are the new students from?
7. What's the teacher's name?

Vocabulary for unit:

Good morning.
Good afternoon.
Hello.
Hi.
How are you?
I'm fine, thank you.
I'm fine, too.
Stand up.
Sit down.
Turn around.

what
is
your
name
class
his
her
boy
girl
you

BOOK ONE, Unit I

Lesson 1

A. Aim of Lesson: To teach greetings.

B. Visual Aids Needed: Pictures for narrative.
Paper bag puppets of Anita and Dakio.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach the following dialog:
(When Anita and Dakio meet they say:)

Anita: Good morning, Dakio.

Dakio: Good morning. How are you?

Anita: I'm fine, thank you. How are you?

Dakio: I'm fine, too.

3. Teach the "Good Morning" song.
Good morning, good morning,
Good morning, how are you?
Good morning, good morning,
I'm fine, thank you.

Or if the class is in the afternoon, teach:
Good afternoon, how are you?
Good afternoon, how are you?
Good afternoon, how are you?
I'm fine, thank you.

4. Drill: (Do this quickly with several students.)

Teacher	Students
Good morning, Apiner.	Good morning.
How are you, Roro.	I'm fine, thank you. How are you?
I'm fine, too.	

BOOK ONE, Unit I

Lesson 2

A. Aim of Lesson: To review greetings.

B. Visual Aids Needed: Pictures for narrative.
Paper bag puppets of Anita and Dakio.

C. Procedure:

1. Teacher does dialog from yesterday with a few individuals:

   Teacher: Good morning, Julida.

   Julida : Good morning. How are you?

   Teacher: I'm fine, thank you. How are you?

   Julida : I'm fine, too.

2. Sing the "Good Morning" song.

3. Present listening comprehension narrative and ask comprehension questions.

4. Have pairs of students do yesterday's dialog. Have them use their own names instead of Anita and Dakio.

5. Teach the following commands with appropriate actions:

   Stand up. Sit down.
   Stand up. Sit down
   Stand up. Turn around.
   Sit down.

6. Teach "Sit Down" song.

   Sit down, sit down,
   You're rocking the boat,
   Sit down, sit down,
   You're rocking the boat,
   Sit down, sit down,
   You're rocking the boat,
   Sit down, sit down,
   You're rocking the boat.

BOOK ONE, Unit I

Lesson 3

A. Aim of Lesson: To review greetings.
To teach: What's your name?
My name's Anita.

B. Visual Aids Needed: Pictures for narrative.
Paper bag puppets of Astaro and Marda.

C. Procedure:

1. Sing the "Sit Down" song.

2. Chain drill:

   A. Good morning, B. How are you?
   B. I'm fine, thank you.
   Good morning, C. How are you?
   C. I'm fine, thank you.
   Good morning, D. How are you?
   etc.

3. Present listening comprehension narrative and ask comprehension questions.

4. Sing the "Good Morning" song.

5. Teach the dialog:

   (One morning, two new students came to school. The teacher asked them:)

   Teacher: Hello, what's your name?

   Girl : My name's Marda.

   Teacher: And what's your name?

   Girl : My name's Astaro.

   Teacher: Class, this is Marda and this is Astaro.

6. Practice the commands from Lesson 2. (#5)

BOOK ONE, Unit I

Lesson 4

A. Aim of Lesson: To review: What's your name? My name's Marda.
To teach: What's his/her name? His/her name's ________.

B. Visual Aids Needed: Pictures for narrative.
Paper bag puppets for Dakio and his mother.

C. Procedure:

1. Chain drill:

   A: My name's A. What's your name?
   B. My name's B. What's your name?
   C. My name's C. What's your name?
   etc.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   (When Dakio went home from school he told his mother about the new boy and girl in his class.)

   Dakio: There's a new boy in my class.

   Mother: What's his name?

   Dakio: His name's Astaro. There's a new girl, too.

   Mother: What's her name?

   Dakio: Her name's Marda.

4. Practice with his and her.

   a. Teacher: (Pointing to pictures of Anita)

   What's her name?

   Students: Her name's Anita.

   Teacher: (Pointing to one of the girls in the class)

   What's her name?

   Students: Her name's Lilian.

   (Do this with other girls in class.)

b. Teacher: (Pointing to picture of Dakio)

What's his name?

Students: His name's Dakio.

Teacher: (Pointing to one of the boys in the class)

What's his name?

Students: His name's Charles.

(Do this with other boys in class.)

(Give children many opportunities to practice his and her. This is one of the most common errors made by Micronesians.)

BOOK ONE, Unit I

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Paper bag puppets of Anita and Dakio.
Pictures of bees for pronunciation practice.

C. Procedure:

1. Sing "Sit Down" song.

2. Teach dialog:

Dakio: Good morning, Anita.

Anita: Hi, Dakio. How are you?

Dakio: I'm fine, thank you.

(Pointing to picture of Astaro) What's his name?

Anita: His name's Astaro.

(Pointing to picture of Marda) What's her name?

Dakio: Her name's Marda.

3. Sing "Good Morning" song.

4. Present listening comprehension narrative and have children chime in where they are able to. Ask comprehension questions.

5. Pronunciation Practice: /z/

(Showing pictures of bees, say:)

Busy, busy, busy, bees
Busy bees go ZZZZZZZZZZZZZZZ

(Teacher models this first and then students repeat.)

ACHIEVEMENT TEST: BOOK I, Unit 1

Structure to be tested:	What's your / his / her name? My / His / Her name's ____________.
Items required:	1) Randomized list of students. 2) Pictures of puppets of Dakio, Anita, Astaro, Marda, etc. (i.e., ones the children are familiar with.)

Instructions:

Tell the children that you are going to call on someone to ask another student his name or the name of one of the characters; the second student is supposed to answer, using the correct pronoun.

Call on the students by twos from your randomized list. Try to elicit the following questions and corresponding answers, in any order:

What's your name?	My name's ____________.
What's his name?	His name's ____________.
What's her name?	Her name's ____________.

Scoring:

Give the first child 1 point for asking the correct question and 1 point for using the correct intonation. Give the second child 1 point for answering correctly and 1 point for using the proper intonation.

BOOK ONE, Unit II

New for production: Is your/his/her name ____________?
Yes, it is. No, it isn't.
What's the teacher's name?

Vocabulary for this unit:

yes
no
it
guess
isn't
teacher
American
give up
raise your hand

BOOK ONE, Unit II

Lesson 1

A. Aim of Lesson: To review: Greetings.
To teach : Is your/his/her name __________?
Yes, it is.

B. Visual Aids Needed: Puppets of Anita and Dakio .

C. Procedure:

1. Chain drill: (Start with teacher and students then student and student)

Teacher: Good morning, A.
A : Good morning, how are you?
Teacher: I'm fine, thank you. How are you?
A : I'm fine, too.

etc.

2. Teach the "Hello" song:

Hello, hello, hello,
Hello, how do you do?
I'm glad to be with you.
And you, and you, and you.
Tra la la la la la la la //
Tra la la la la la la la //

3. Teacher: Stand up, A. What's his name, class?

Class : His name's Estakio.

(Practice this with several other boys.)

4. Teacher: Stand up, B. What's her name, class?

Class : Her name's Sihter.

(Practice with several other girls.)

5. Mix #3 and #4. Call on individuals rather than class to respond.

6. Teach the dialog:
(The next day, Dakio talked to the new boy.)

Dakio : Hello. How are you?

Astaro: I'm fine, thank you.

Dakio : Is your name Astaro?

Astaro: Yes, it is.

7. **Chain drill:**

A: Is your name B?

B: Yes, it is. Is your name C?

C: Yes it is. Is your name D?

etc.

Lesson 2

A. Aim of Lesson: To review: Is your name ________? Yes, it is.
What's his/her name? His/her name's ________?

To teach: Is his/her name ________? No, it isn't.

B. Visual Aids Needed: Paper bag puppets of Anita and Dakio.

C. Procedure:

1. Review:

Teacher: What's your name?

Student: My name's Judy.

Teacher: Stand up, Judy.

Class, what's her name?

Class : Her name's Judy.

(Follow this procedure with other students. After a few tries, let one of the better students be teacher.)

2. Teach dialog:
(Dakio tells Anita he knows what the new boy's name is.)

Dakio: Guess the new boy's name.

Anita: Is his name Olter?

Dakio: No, it isn't.

Anita: Is his name Sintaro?

Dakio: No, it isn't.

Anita: I give up. What is his name?

Dakio: His name's Astaro.

3. Teacher gives children practice in answering "Yes, it is," and "No, it isn't." Ask the following questions of individual students:

Is your name ________?
Is his name ________?
Is her name ________?

4. Play a guessing game. Have pictures of Dakio, Anita, Astaro and Marda face down on the desk. Have a student be IT. IT selects a picture but does not show it to the class. Students raise their hands it they wish to participate. When called on they try to guess, "Is his/her name ________?" IT responds "Yes, it is" or "No, it isn't." The person who guesses correctly gets to be the next IT.

BOOK ONE, Unit II

Lesson 3

A. Aim of Lesson: To review: Yes, it is. No, it isn't.
To teach : What's the teacher's name?

B. Visual Aids Needed: Paper bag puppets of Anita and her father.
Pictures of Marda, Astaro and the teacher.

C. Procedure:

1. Divide the class into two halves. Have one side repeat after the teacher and the other side answer.

   Teacher: (Pointing to Bernard). Is his name John?

   ½ class: Is his name John?

   ½ class: No, it isn't. His name's Bernard.
   etc.

   (After a while, teacher cues by pointing and saying name only while students give the entire question.)

2. Teach the dialog:

   (Anita told her father about the new students in her class.)

   Anita : (Pointing to picture of Astaro and Marda)

   Her name's Marda and his name's Astaro.

   Father: What's the teacher's name?

   Anita : His name is Ehas.

3. Divide the class into two parts:

½ class	Cue	½ class
What's the teacher's name?	Ehas	His name's Ehas.
What's the teacher's name?	Emiko	Her name's Emiko.
What's the teacher's name?	Diana	Her name's Diana.
etc.	Johnny	etc.
	Ahpel	
	Yushiro	
	Yasko	

BOOK ONE, Unit II

Lesson 4

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for story.

C. Procedure:

1. Listen to the story:

   This is Carol and this is Tom. Carol and Tom are students. They're Americans. They go to school, too. Their teacher is Mrs. Peterson.

2. Ask the following questions:

   1. What's the boy's name?
   2. What's the girl's name?
   3. Are they Ponapean?
   4. Is the teacher's name Mr. Bell?
   5. What is the teacher's name?

   (If the children cannot answer the questions, tell the story again.)

3. Play guessing game from Lesson 2. #4. Add pictures of Tom and Carol.

4. Teach "Hi Ho" song.

   Hi-ho, Hi-ho,
   It's home from school we go
   Tra la la la,
   Tra la la la,
   Hi-ho, Hi-ho.

   (Watch carefully the pronunciation of /h/ sound)

BOOK ONE, Unit II

Lesson 5

A. Aim of Lesson: Cumulative Review: To review structures taught in Units I and II.

B. Visual Aids Needed: Pictures for listening comprehension narrative. Pictures of Anita, Dakio, Astaro and Marda.

C. Procedure:

1. Sing "Good Morning" song.
2. Present listening comprehension narrative and ask comprehension questions. (Narrative from Unit I)
3. Sing "Sit Down" song.
4. Dialog: (Have students use their own names.)

   A: Hello.

   B: Hi. How are you?

   A: I'm fine, thank you.

   B: What's your name?

   A: My name's Sepe.

   B: (Pointing to C) What's his/her name?

5. Sing "Hello" song.
6. Teach rhyme: (Use pictures to clue.)

   Her name's Anita.
   His name's Dakio.
   Her name's Marda.
   And his name's Astaro.

7. Review commands:

   Stand up, sit down,
   Stand up, sit down,
   Stand up, turn around,
   Sit down, raise your hand.

8. Sing "Hi-ho" song.

ACHIEVEMENT TEST: BOOK ONE, Unit II

Structures to be tested: Yes, it is.
No, it isn't.

Items required: Randomized list of students.

Instructions:

Tell the children that you are going to ask them one-at-a time their names, either their own or someone else's. You will designate a name, and the student called on is to answer (factually) either,

"Yes, its is." or "No, it isn't."

For example:

Teacher: (Lihle), is your name Lihle?
Lihle : Yes, it is.

Teacher: (Merse), is your name Markihne?
Merse : No, it isn't.

Teacher: (Grace), is her name Rose?
(points to Rose)
Grace : Yes, it is.

Teacher: (Paulis), is his name Charles?
(points to Esdi)
Paulis : No, it isn't.

Note: Ask questions both in the second-person and the third-person. Try to vary the order in which you ask the questions.

Scoring:

Score each student 1 point for using the structure properly.

BOOK ONE, Unit III

Listening Comprehension Narrative

One day Dakio's grandfather arrived from Kusaie. He said, "You're a big boy now. You go to school. Tell me about school."

"Our teacher is a man," Dakio said. "His name's Ehas. I have an American teacher, too. "What's her name?" Her name is Mrs. Book."

"An American teacher?" his grandfather asked. "Are there American students, too?"

"Oh, no" Dakio said. "Most of the students are Ponapeans. But George is a Paluan boy. Benito is a Trukese boy. Lilian is a Kusaiean girl and I'm a Kusaiean boy.

"Is your teacher an American woman, too?" grandfather asked Julida.

"No, he isn't. He's a Mokilese man. His name's Gideon," said Julida.

Previously taught: His/Her name's ________.
What's her name.

New for production: I'm Dakio. I'm a boy. I'm a student.
You're Ehas. You're a man. You're a teacher.
She's a Ponapean woman.
This is Lihse/Jim. She's a woman/man.

New for recognition: Tell me about school.
I have an American teacher.
Most of the students are Ponapean.

Suggested Comprehension Questions:

1. Who arrived from Kusaie?
2. Is Dakio's teacher a man?
3. What is his name?
4. What is the American teacher's name?
5. Does Julida have an American teacher?
6. What's Julida's teacher's name?
7. Is he a Trukese man?

Vocabulary for this unit:

I'm
student
you're
woman
man
Ponapean
Put your hand down.

grandfather
Kusaiean
this
a
an

BOOK ONE, Unit III

Lesson 1

A. Aim of Lesson: Review: Yes, it is. No, it isn't.
What's your name?
My name's Anita.
Teach : I'm Dakio. I'm a boy.
I'm a student.

B. Visual Aids Needed: Pictures for narrative.
Paper bag puppets of Anita and Dakio.

C. Procedure:

1. Review: Very quickly ask of various individuals:

   What's your name?
   What' his/her name?
   Is your name Simao?
   Is his/her name Dakio/Anita?

2. Present listening comprehension narrative and ask comprehension questions.

3. Physical Education Activity:

   Stand up. Raise your hand.
   Put your hand down.
   Sit down.
   Raise your hand. Put it down.
   Stand up.
   Turn around. Sit down.

4. Teacher uses puppet Anita and does the following monologue:

   I'm Anita.
   I'm a girl.
   I'm a student.

   Teacher repeats the monologue and all the girls repeat after her.

5. Teacher uses puppet Dakio and does the following monologue:

   I'm Dakio.
   I'm a boy.
   I'm a student, too.

   Teacher repeats the monologue and all the boys repeat after her.

6. Teach Song: (To tune of "London Bridge is Falling Down")

I'm Anita.
I'm a girl, I'm a girl
I'm a girl,
I'm Anita, I'm a girl,
I'm a student.

I'm Dakio
I'm a boy, I'm a boy
I'm a boy,
I'm Dakio, I'm a boy,
I'm a student.

BOOK ONE, Unit III

Lesson 2

A. Aim of Lesson: To review: I'm Dakio/Anita.
I'm a boy, girl.
I'm a student.
To teach : You're a man.
You're a teacher.

B. Visual Aids Needed: Pictures for narrative.
Puppets Astaro, Marda and Ehas.

C. Procedure:

1. Review: a. Teacher tells children to listen to Astaro and Marda talk about themselves.

I'm Astaro.	I'm Marda.
I'm a boy.	I'm a girl.
I'm a student.	I'm a student, too.

b. Call pairs of students to the front of the room. Have them tell about themselves.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teacher does the following monologue twice using puppet Ehas.

I'm Ehas.
I'm a man.
I'm a teacher.

Ask the class:

Is Ehas a boy?
Is he a man?
Is he a girl?
Is he a student?
Is he a teacher?

4. Using paper puppet Astaro, point to puppet Ehas (now on chalk tray, or bulletin board) and say:

You're Ehas.
You're a man.
You're a teacher.

5. Sing: (To tune of "London Bridge is Falling Down")

(pointing to puppet)

1) You're Ehas,
You're a man,
You're a man,
You're a man,
You're Ehas,
You're a man,
You're a teacher.

2) You're Anita,
You're a girl,
You're a girl,
You're a girl,
You're Anita,
You're a girl,
You're a student.

3) You're Dakio,
You're a boy,
You're a boy,
You're a boy,
You're Dakio,
You're a boy,
You're a student.

Lesson 3

A. Aim of Lesson: To review: You're Ehas.
You're a man.
You're a teacher.
To teach : This is Lihse/Jim.
He's a man. She's a woman.

B. Visual Aids Needed: Pictures for narrative.
Pictures of Ehas, Lihse, Jim.
Pictures of Marda, Astaro, Anita, Dakio.

C. Procedure:

1. Review: (Pointing to Ehas) Teacher says:

You're Ehas. You're a man. You're a teacher.

(Class repeats this.)

Teacher : Stand up and tell us about yourself, Judy."
Judy : I'm Judy. I'm a girl. I'm a student.
Teacher and class: (Pointing to Judy) You're Judy. You're a girl. You're a student.

(Do this with several children)

2. Present listening comprehension narrative and ask comprehension questions.

3. Do physical education activity from Lesson 1, #3.

4. Tell students that you have pictures of Ehas' friends.
Showing picture of woman, say:
This is Lihse. She's woman.
Class repeats: This is Lihse. She's a woman.

Showing pictures of man say:
This is Jim. He's a man.
Class repeats: This is Jim. He's a man.

5. Drill:

a. (Use pictures and have children repeat)

This is Anita. She's a girl.
This is Marda. She's a girl, too.
This is Lishe. She's a woman.

This is Dakio. He's a boy.
This is Ehas. He's a man.
This is Jim. He's a man, too.

b. Pass out pictures to individual students. Let them stand in a row in front of class:

1st student: This is Astaro.
Class : He's a boy.
2nd student: This Lihse.
Class : She's a woman.
etc.

Lesson 4

A. Aim of Lesson: Review: This is Lihse/Jim.
She/He is a woman/man.
She's a Ponapean.
Teach : She's a Ponapean woman.
He's an American.
He's an American man.

B. Visual Aids Needed: Pictures for narrative.
Pictures of Ehas, Lihse, Jim, Astaro, Marda, Dakio and Anita.

C. Procedure:

1. Review:

a. Pass out pictures of Ehas, Lihse, Jim, Astaro, Marda, Dakio and Anita to individual students. Have them say:

This is Ehas. He's a man.
This is Anita. She's a girl.
etc.

b. Have students who did not get pictures talk about their seatmates or neighbors:

This is Tony. He's a boy.
This is Melihter. She's a girl.
etc.

2. Present listening comprehension narrative and ask comprehension questions.

3. Pointing to picture of Lihse, teacher says:
This is Lihse. She's a woman. She's a Ponapean.
She's a Ponapean woman.

Students listen, then repeat after teacher.

4. Pointing to picture of Jim, teacher says:
This is Jim. He's a man. He's an American.
He's an American man.

Students listen, then repeat after the teacher.

5. **Sing:** (To the tune of London Bridge)

This is Lihse.
She's a woman///
This is Lihse.
She's a woman.
She's a Ponapean.

This is Jim.
He's a man///
This is Jim.
He's a man.
He's an American.

BOOK ONE, Unit III

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures of Marda, Astaro, Anita, Dakio, Lihse, Jim and Ehas.

C. Procedure:

1. Call on several students to tell about themselves:

    I'm Julida.
    I'm a girl.
    I'm a student.

    I'm Josef.
    I'm a boy.
    I'm a student.

2. Place pictures of Anita, Dakio, Marda, Astaro, Lihse, Jim and Ehas on the chalk tray. Call on individual children to select a picture and tell about it.

    This is Marda. She's a girl. She's a student.
    This is Jim. He's a man. He's an American. He's an American man.
    This is Ehas. He's a man. He's a teacher.
    etc.

3. Present listening comprehension narrative and ask comprehension questions.

4. Teach dialog:
    (Dakio shows Marda a picture of his grandfather.)

    Marda: Hi, Dakio.

    Dakio: Hello, Marda. How are you?

    Marda: I'm fine, thank you.

    Dakio: Look! This is grandfather.*

    He's a Kusaiean man.*

    *(After children have mastered the dialog, change the picture to that of Lihse, Jim or Ehas.)

ACHIEVEMENT TEST: BOOK ONE, Unit III

Structures to be tested: I'm / He's / She's a ________________.

Items required:
1) Randomized list of students.
2) Pictures or puppets of various characters the children are familiar with: Anita, Dakio, Ehas, Lihse, etc.

Instructions:

After a little review, call on the students individually from your randomized list. Give one picture (e.g., Dakio), and ask him to tell you about the picture. Try to elicit three statements from him, e.g.,

He's Dakio.
He's a boy.
He's a student.

Any statement using "He's a ________," should be considered correct. Prompt the student by asking, "Who is he?" or "Tell me about Dakio," or "Is he a boy?" or "Is he a student?"

Next, elicit statements from the children regarding themselves, e.g.,

I'm ___________.
I'm a student.
I'm a girl.

Scoring:

Give each student 1 point for each correct statement.

Note:

In scoring the class as a whole, compute how many were able to say 1 statement, how many 2, etc. Also, find the percentage-right of the class as a whole.

BOOK ONE, Unit IV

New for production: Is he/she a teacher?
Yes, he/she is.
No, he/she isn't.
Is she a girl?
She is a girl.
Are you a student?
Yes, I am. No, I'm not.
Is that/this Peter?

Vocabulary for this unit:

clerk
storekeeper
Palauan
Mokilese
are
mechanic
farmer
he
she
not
that's

BOOK ONE, Unit IV

Lesson 1

A. Aim of Lesson: To review: She's a Ponapean woman.
To teach : Is he/she a teacher?
Is he/she a Ponapean?
Yes, she/he is. No, she/he isn't.

B. Visual Aids Needed: Pictures of Lihse, Jim, Anita, Dakio, Ehas, Mrs. Book, a clerk and a storekeeper.

C. Procedure:

1. Review: Place pictures of Lihse, Jim, Anita and Dakio on the chalk tray. Ask individual student to get the picture of a Ponapean woman, an American man, a Ponapean girl, a Ponapean boy or a Ponapean man. Call on other students to tell about the pictures.

2. Teach the following dialog:
(Dakio shows his grandfather a picture of Mrs. Book.)

Dakio : Look! This is Mrs. Book.

Grandfather: Is she a teacher?

Dakio : Yes, she is.

Grandfather: Is she a Palauan?

Dakio : No, she isn't. She's an American.

3. Drill (Use pictures):

Teacher	½ class	½ class
(Pointing to Anita)		
Cue:		
Student	Is she a student?	Yes, she is.
teacher	Is she a teacher?	No, she isn't.
American	Is she an American?	No, she isn't.
girl	Is she a girl?	Yes, she is.
(Pointing to Ehas)		
Cue:		
man	Is he a man?	Yes, he is.
student	Is he a student?	No, he isn't.
	etc.	

4. Do dialog variation of #2. Change Mrs. Book, the American teacher to Nelson, the Kusaiean clerk and Rosa, the Palauan storekeeper.

BOOK ONE, Unit IV

Lesson 2

A. Aim of Lesson: Review: Is he/she a teacher?
Is he/she a Ponapean?
Yes, she is. No, he isn't.

Intonation Pattern:

Is she a girl? She's a girl.

B. Visual Aids Needed: Pictures of Ehas, Lihse, Jim, Mrs. Book, Dakio, Anita, Nelson, and Rosa.

C. Procedure:

1. Teacher shows pictures and says the following:

Students listen, then repeat.

This is Ehas. He's a teacher. He's a Ponapean. He's a Ponapean teacher.

This is Lihse. She's a woman. She's a Ponapean. She's a Ponapean woman.

This is Jim. He's a man. He's an American. He's an American man.

This is Mrs. Book. She's a teacher. She's an American. She's an American teacher.

This is Dakio. He's a boy. He's a Kusaiean. He's a Kusaiean boy.

This is Anita. She's a girl. She's a Ponapean. She's a Ponapean girl

This is Nelson. He's a clerk. He's a Kusaiean. He's a Kusaiean clerk.

This is Rosa. She's a storekeeper. She's a Palauan. She's a Palauan storekeeper.

2. Drill:

Is she a girl?	She's a girl.
Is he a boy?	He's a boy.
Is he a clerk?	He's a clerk.
Is she a teacher?	She's a teacher.
Is he a student?	He's a student.

3. Play "Three Questions." Tell students that they are going to play a game. One student will be IT. IT comes up, selects a picture but does not show it to the class. The class can ask only three questions to guess the correct person. They may ask, "Is he a boy?" "Is she a woman?" "Is he American?" "Is she Lihse?"

4. Have children talk about themselves.

I'm Dakio.
I'm a student.
I'm a Ponapean boy.

I'm Elisa.
I'm a student.
I'm a Mokilese girl.

BOOK ONE, Unit IV

Lesson 3

A. Aim of Lesson: Review: Yes, he/she is. He/She is a teacher.
Teach : Are you a student?
Yes, I am. No, I'm not.

B. Visual Aids Needed: Pictures of characters from previous lessons.
Puppets of Anita and Carol.

C. Procedure:

1. Review:

Teacher	Class
Is Lihse a Ponapean woman?	Yes, she is. She's a Ponapean woman.
Is Ehas an American teacher?	No, he isn't. He's a Ponapean teacher..
Is Anita a Trukee girl?	No, she isn't. She's a Ponapean girl.
Is Jim an American man?	Yes, he is. He's an American man.

etc.

2. Teach the following dialog:
(One day Anita met a girl at K.C.C.A.)

Anita: Hello. I'm Anita.

Carol: Hi. My name's Carol.

Anita: Are you a student?

Carol: Yes, I am.

Anita: Are you a Trukese?

Carol: No, I'm not. I'm an American.

3. Drill:

Cue	Girls	Boys
	Are you a student?	Yes, I am.
teacher	Are you a teacher?	No, I'm not.
girl	Are you a girl?	No, I'm not.

Cue	Girls	Boys
man	Are you a man?	No, I'm not.
woman	Are you a woman?	No, I'm not.
boy	Are you a boy?	Yes, I am.
clerk	Are you a clerk?	No, I'm not.
storekeeper	Are you a storekeeper?	No, I'm not.

4. Guessing game:

Place pictures of Carol, Marda, Astaro, Lihse, Jim, Ebas, Nelson and Rosa on the chalk tray. Select an IT. IT decides which of the eight characters he would like to be. He whispers it to the teacher. Then children try to guess who he is as in "Three Questions." They ask questions such as, "Are you a boy?" "Are youan American?" "Are you a storekeeper?" etc.

BOOK ONE, Unit IV

Lesson 4

A. Aim of Lesson: To review: This is ________.
He's a ________.
He's a ________.
To teach : Is that/this Peter?

B. Visual Aids Needed: Pictures of a farmer, mechanic and woman teacher.
Pictures of characters from previous lessons.
Puppets Anita and Carol.

C. Procedures:

1. Teacher shows pictures and says:
This is Peter. He's a farmer. He's a Ponapean. He's a Ponapean farmer.
This is Bob. He's a mechanic. He's an American. He's an American mechanic.
This is Emiko. She's a Mokilese. She's a teacher. She's a Mokilese teacher.
(Class listens first. Then they repeat after the teacher.)

2. Teach dialog:

Anita: (Holding picture of Bob.) Is this Peter?

Carol: No, it isn't.

Anita: (Pointing to picture of Peter) Is that Peter?

Carol: Yes, it is.

3. Drill:
a. Teacher cues with pictures:

½ class	½ class
Is that Bob?	Yes, it is. That's Bob.
" Emiko	" " Emiko.
" Peter	" " Peter.
" Lihse	" " Lihse.
" Jim	" " Jim.
" Marda	" " Marda.
" Ehas	" " Ehas.

b.

Cue	½ class	½ class
Anita	Is that Anita?	No, it isn't. That's Dakio.
Jim	Is that Jim?	Yes, it is. That's Jim.

BOOK ONE, Unit IV

Lesson 5

A. Aim of Lesson: Cumulative Review

B. Visual Aids Needed: Pictures of characters from previous lessons.

C. Procedure:

1. Call a pair of students to the front of the room. Ask one of them to talk about himself (herself), and his friend.

   I'm John. I'm a boy. I'm a student. I'm a Ponapean.
   This is Tony. He's a Ponapean boy. He's a student, too.

   (Accept all correct sentences) Call on four ot five pairs to do this.)

2. Place pictures of characters from previous lessons on the chalk tray. Ask other students to tell about the characters.

3. Physical Education Activity:

   Stand up. Turn around. Raise your hand. Turn around.
   Put your hand down. Sit down.

4. "No He Isn't"

   Tell children you are going to say a sentence. If it's true, they are to say "Yes he/she is." If it's false they are to say "No, he/she isn't," and give the correct statement.

   For example:
   Teacher: (Holding picture of Lihse)
   She's a woman.
   Class : Yes, she is.
   Teacher: She's a Ponapean.
   Class : Yes, she is.
   Teacher: She's a man.
   Class : No, she isn't. She's a woman.
   Teacher: She's an American.
   Class : No, she isn't. She's a Ponapean.
   etc.

ACHIEVEMENT TEST: BOOK ONE, Unit IV

Structures to be tested: Yes, I am / No, I'm not
Yes, he/she is / No, he/she isn't

Items required: Randomized list of students.

Instructions:

Tell the students that you are going to ask them some questions. They are going to answer you individually.

Ask the children the questions listed below, in any order:

Question:	Response:
Are you a boy?	Yes, I am.
	No, I'm not.
Are you a girl?	Yes, I am.
	No, I'm not.
Are you in the first grade?	Yes, I am.
	No, I'm not.
Are you in the second grade?	Yes, I am.
	No, I'm not.
Are you (say a student's name)?	Yes, I am.
	No, I'm not.

After testing a sufficient number of pupils, continue the test asking the following questions:

Is (say a student's name) a boy?	Yes, he is.
	No, she isn't.
Is (say a student's name) a girl?	Yes, she is.
	No, he isn't.

Is (say a student's name) in the first grade?	Yes, he/she is. No, he/she isn't.
Is (say a student's name) in the second grade?	Yes, he/she is. No, he/she isn't.

Scoring:

Give each student 1 point for the correct response and 1 point for the correct intonation.

Note:

The intonational markings are your guide for the correct intonation.

BOOK ONE, Unit V

Listening Comprehension Narrative

Dakio goes to Kolonia Elementary School. He learns English in school. He likes to speak English. He asks a lot of questions.

Sometimes he says to the teacher, "Please tell me what this is." The teacher tells him, "This is a ball," or "This is a pencil."

One day there was something new on Anita's desk. "What's that?" Dakio asked. It's big ship," Anita said.

"I like the big ship," Dakio said.

New structures for production: What's this? It's a/an ________.
What's that? It's an eraser, too.
Tell me what this is.
Is this/that a chair?
No, it isn't. Yes, it is.
That's a pencil.

New structures for recognition: He likes to speak English.
I like the big ship.

Suggested comprehension questions:

1. Does Dakio go to school?
2. Where does Dakio go to school?
3. Does Dakio learn English?
4. Does he like to learn English?
5. (Holding up appropriate pictures) What's this? (ball)
   What's this? (pencil)
6. What does Anita have on her desk?
7. Does Dakio like the big ship?

Vocabulary for this unit:

ball
pencil
ship
school
chair
wastebasket
desk
pen
book
crayon
eraser
umbrella
door
window
floor
comb

BOOK ONE, Unit V

Lesson 1

A. Aim of Lesson: Review greetings.
Teach the structures: What's this? It's a ____.

B. Visual Aids Needed: Pictures for listening comprehension narrative.
Real objects in classroom: book, chair, desk, pen.

C. Procedure:

1. Sing the "Good Morning" song.

2. Dialog for review:

Teacher: Good morning, class.

Class : Good morning, Emiko.

Teacher: Good morning, Killing.

Killing: Good morning.

Teacher: How are you today?

Killing: Very well, thank you.

(Do dialog with a few more children. Then have pairs of children do it with the teacher prompting if necessary.)

3. Teach new song: "Hello Mary"

Hello Mary, how are you?
Very well, thank you.
And how are you?
I'm well too.
It's good to see you.
It's good to see you.

4. Present listening comprehension narrative and ask comprehension questions.

5. Present the following dialog:

Dakio : What's this?

Teacher: It's a book?

Dario : What's this?

Teacher: It's a chair.

(Once dialog is mastered, substitute desk and pen for book and chair.)

6. Substitution Drill: (Use real objects to clue)

Teacher	Students
What's this?	It's a ________.

(Teacher should point to or hold various objects in the classroom.)

BOOK ONE, Unit V

Lesson 2

A. Aim of Lesson: Review: What's this? It's a _______.
Teach : Tell me what this is.
It's an eraser.

B. Visual Aids Needed: Pictures for narrative.
Real objects: crayon, eraser, wastebasket, umbrella - objects used yesterday.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach the following dialog:

Dakio : What's this?

Teacher: It's a crayon.

Dakio : Tell me what this is.

Teacher: It's an eraser.

(When students have mastered the dialog, substitute wastebasket and umbrella for crayon and eraser.)

3. Physical Education Activity: (Do this with action)

Stretch to the ceiling.
Point to the door.
Look out the window. (place hand over eyes and bend slightly)
Stamp on the floor.

4. Drill:

Have each child on one side of the room hold or point to an object and ask another student in the other half of the room, "What's this?: Have the other child respond, "It's a ______." Then have each child on the one side that responded ask the question. This time have them say, "Tell me what this is."

(This could be done as a team game with students standing in two rows. Teacher could keep score to see which team wins.)

BOOK ONE, Unit V

Lesson 3

A. Aim of Lesson: Review: Tell me what this is? It's a ______.
What's this?
Teach : What's that. That's a pencil, too.

B. Visual Aids Needed: Pictures for listening comprehension narrative.
Real objects: comb + objects used in previous lessons.

C. Procedure:

1. Do Physical Education Activity from yesterday's lesson.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach new song: "This Is"

   This is a pencil,
   This is a pen,
   This is a chair,
   And this is a desk.

   (Once children learn this song, substitute other items for pencil, pen, chair, desk.)

4. Teach the following dialog:

   Dakio : What's that?

   Teacher: It's a comb.

   Dakio : What's that?

   Teacher: That's a comb, too.

5. Drill:
   (Have students be ready with an object.)

   Teacher calls on one student to hold up this object. Have ½ of the class ask, "What's that?" the other ½ answers "It's a ________."

6. Drill: (a/an)

   What's this?

   It's a ________.
   It's an ________.

BOOK ONE, Unit V

Lesson 4

A. Aim of Lesson: Review: What's this? What's that?
It's a/an ________.

Teach : Is this/that a chair?
No, it isn't. Yes, it is.

B. Visual Aids Needed: Real objects used in previous lessons.

C. Procedure:

1. Physical Education Activity from Lesson 2.

2. Song: "What's This, What's This?"

   What's this? What's this? What's this?
   It's a book. It's a book. It's a book.
   What's that? What's that? What's that?
   It's a pen. It's a pen. It's a pen.

3. Present listening comprehension narrative and ask comprehension questions.

4. Teach the following dialog:

   Dakio : Is that a chair? (pointing to door)

   Teacher: No, it isn't. It's a door.

   Dakio : Is that a pencil? (pointing to desk)

   Teacher: No, it isn't. It's a desk.

   Dakio : Is that a chair? (pointing to chair)

   Teacher: Yes, it is.

   (When students have learned the dialog, substitute other classroom items in slots.)

5. Intonation Drill: (Students repeat after teachers)

This is a chair.	Is this a chair?
That's a pencil.	Is that a pencil?
That's a desk.	Is that a desk?
This is a pen.	Is this a pen?
That's a door.	Is that a door?
This is a ship.	Is this a ship.

6. Intonation Drill:

Have individual student say,

"This is a ________," and entire class asks "Is that a ________?" Student responds, "Yes, it is."

BOOK ONE, Unit V

Lesson 5

A. Aim of Lesson: Review: Structures taught in this unit also review.
Yes, it is.
No, it isn't.

B. Visual Aids Needed: Pictures of Anita.
Dakio and pictures showing various occupations from Unit IV.

C. Procedure:

1. Using pictures of pen, pencil, desk, chair, ball, ship, umbrella and eraser. Have pictures face down so that the students cannot see them. Call on a student to come and select a picture. He must not show the picture to the others. He asks his classmates, "What's this?" They raise their hands and when called on they ask, "Is that a ______?" The student answers "Yes, it is" or "No, it isn't." according to the guess. The student who answers correctly gets to go up and select the next picture.

2. Sing: "Hello, Mary"

3. Dialog:

   Dakio: Tell me what this is.

   Anita: That's an umbrella.

   Dakio: What's this?

   Anita: It's an umbrella, too.

4. Drill:

   Pass out pictures to various students. Have them ask "What's this?" and have them call on other students to answer. Then pass pictures out to other students and have them ask, "Is this a ______?"

ACHIEVEMENT TEST (A): BOOK ONE, Unit V

Structures to be tested: This/That ... is/'s a _______.
Is this/that a _______?

Items required:
1) Randomized list of students.
2) Pictures of objects the children are familiar with such as: ball, chair, desk, pen, book, etc.

Instructions:

Put some of the pictures in the chalk tray, and keep the others in a pile in front of you.

Indicating one of the pictures in the chalk tray, call on your first student and ask him,

"Is that a _______?"

He should respond,

"(Yes), that's a _______."

Continue in the same manner, except ask using the term this, i.e.,

"Is this a _______?"
"(Yes), this is a _______."

Note: Be sure to have the child actually touch or hold the picture when you are testing this.

Next, test the question-form:

Calling on a child on your list, have him either indicate a picture on the chalk tray or choose one from the pile. Tell him to ask one of his classmates,

"Is that
Is this a _______?"

Scoring:

On the first part, give each student 1 point for using that's a or this is a correctly.

On the second part, give each student 1 point for forming a question completely correctly.

ACHIEVEMENT TEST (B): BOOK ONE, Unit V

Structure to be tested: a/an

Items required:
1) Randomized list of students.
2) Pictures of: umbrella, eraser, pen, pencil, ball, comb.

Instructions:

Tell the class that you are going to show them a picture and ask what it is. They are to answer you. Show them what you mean by the following:

For example:

Teacher: (holds up a picture of a comb) What's this?
Student: It's a comb.

Teacher: (holds a picture of an eraser) What's this?
Student: It's an eraser.

Begin the test by calling on the first student on your list. Show him a picture and ask, "What's this?"

Listen carefully for the articles a/an. Hold up the pictures at random, too.

Scoring:

Give each student 1 point for using a or an correctly.

BOOK ONE, Unit VI

Vocabulary for this unit.

that
table
closet
box
small
bring me
key
big

Lesson 1

A. Aim of Lesson: Review: Her/His name's ________.
She's/He's a Ponapean boy/girl.
He's a Kusaiean clerk.
Teach : That/This isn't a chair.
Bring me ________.

B. Visual Aids Needed: Pictures of various people from Unit II.
Real objects in classroom.

C. Procedure:

1. Place pictures of various people from Unit II on the ledge of the chalkboard. Have children select a picture and tell what they know about it. For example:

   Her name's Anita.
   She's a student.
   She's a Ponapean girl.

2. When each child has said something, ask various children to "Bring me the picture of Anita," etc.

3. Dialog: (Dakio and Anita like to practice their English. They practice at home.)

   Dakio: (Holding a book) Is this a pencil?

   Anita: No, that isn't a pencil. That's a book.

   Dakio: (Holding a pencil) Is this a pen?

   Anita: No, it isn't. It's a pencil.

   Dakio: (Pointing to door) Is that a door?

   Anita: Yes, that's a door.

   (When students have mastered dialog, have Anita hold the objects so that Dakio must ask "Is that a pencil?" and Anita responds, "No, this isn't a pencil. It's a book.")

4. **Drill:**

   a. (Teacher cues with picture or real object)

½ class	½ class
Is that a ______?	Yes, that's a ________.

   b. Give out individual pictures to students and have them ask others in the class.

      Is this a ______? They respond :
      Yes/No that's a ________.

5. Collect individual pictures by saying "Bring me the ______."

BOOK ONE, Unit VI

Lesson 2

A. Aim of Lesson: Review: That/This isn't a chair.

Teach : Is it a _________?
No, it isn't a _________.

B. Visual Aids Needed: Pictures of or real closet, table, key box. Individual pictures of objects used in previous unit.

C. Procedure:

1. Pass out individual pictures to the boys in the class. Tell them to show the picture and make a false statement. For example: Holding up a picture of a comb, Dakio says, "This is a pen." Class says, "No, it isn't. That's a comb."

2. Tell the following situation and teach the dialog:

   Dakio has a little brother named Ben. Ben is little. He isn't a student. He likes to speak English.

   Ben : (Pointing to a table) This is a pen.

   Dakio: No, it isn't a pen. It's a table.

   Ben : (Pointing to closet) This is a door.

   Dakio: No, it isn't a door. It's a closet.

   Ben : What's this? (Pointing to a box) Is it a box?

   Dakio: Yes, it is. It's a box.

3. Drill:

   a. **Teacher** (Holding a picture of closet)

Teacher	Class
This is a door.	No, it isn't a door. It's a closet.

   (Use other pictures and words learned in previous lessons.)

   b. (Teacher holds up picture or points to object for cue)

½ class	½ class
What's that? It is a _____.	Yes, it is a _____. No, it isn't a _____.

4. Pass out pictures of all objects learned so far. Ask children"What's that?" or "Tell me what that is." Have them respond, "This is a/an ________." or "It's a/an ________."

   Collect the pictures by saying, "Bring me the ________."

BOOK ONE, Unit VI

Lesson 3

A. Aim of Lesson: Review: Is it a _______?
No, it isn't a _______.

Teach : It's a big/small.
It's a big/small box.

B. Visual Aids Needed: Individual pictures from previous lessons.
Real objects: big and small box, big and small chair, big book and small ship.

C. Procedure:

1. Have pictures of various objects displayed on chalkboard. Ask individual children, "What's this?" As children answer, "It's a/an _______," turn the pictures face down on the desk. Select a pupil to come to the front of the room. He selects a picture but does not show it to the others. They try to guess which picture it is by asking, "Is it a/an _______?" The one who guesses correctly then selects the next pictures.

2. Teacher identifies the words "big" and "small" by holding up items and saying "This is a small box." "This is a big box." (Do the same with chairs, books and ships.)

3. Teacher points to object and asks, "What's this?" Children answer, "It's a/an _______." Teacher asks, "Is it big or small?" Children respond, "It's big/small." Teacher says, "It's a big/small. It's a big/small _______." Children repeat. Do the same with other objects.

4. Have individual children do the dialog:

Anita: What's this? *

Dakio: It's a _______.

Anita: Is it big or small?

Dakio: It's big. It's a big _______.

* Let children select their own object.

BOOK ONE, Unit VI

Lesson 4

A. Aim of Lesson: Review: It's big/small.
It's a big/small ________.

Teacher: I like the big/small ________.

B. Visual Aids Needed: Same as yesterday.

C. Procedure:

1. Review dialog from yesterday.

2. Talk about big and small boys and girls in the room. Teacher asks, "What's his/her name?" Children respond, "His/Her name's Anita." Teacher asks, "Is she big or small?" Children respond, "She's small. She's a small girl." Have students act as teacher and ask questions if possible.

3. Repeat listening comprehension narrative from Unit III. Ask comprehension questions.

4. Teach dialog:

Anita: Tell me what this is.

Dakio: It's a chair.

Anita: Is it big or small?

Dakio: It's big. I like the big chair.

5. Substitute Drill:

I like the big chair.*
small box
big box
small chair
big box
big ship etc.

* Teacher clues with pictures.

Lesson 5 (Cumulative Review)

A. Aim of Lesson: To review structures taught in Units I through VI.

B. Visual Aids Needed: Pictures of various occupations and of objects taught in Units V and VI. Puppets of Anita and Dakio. Real classroom objects.

C. Procedure:

1. Sing: "I'm Anita"
2. Have pictures of various occupations on board. Have individual children select one and say, "His/Her name's Lihse. He/She's a (Ponapean woman)."
3. Do Physical Education Activity.
4. Dialog: (Have Anita carrying one of the pictures from #2)

   Anita: Hello, Dakio.

   Dakio: Hi, Anita. What's her name? (pointing to picture Anita's carrying)

   Anita: Her name's Carol.

   Dakio: Is she a Ponapean girl?

   Anita: No, she's an American.

   (Have several students run through dialog letting Anita select a different picture each time.)
5. Sing: "Hello, Mary"
6. Dialog: (Have Dakio carrying a picture of an object)

   Dakio: Good morning, Anita.

   Anita: Hi, Dakio. What's that" (pointing to picture)

   Dakio: It's a ball. It's a big ball.

   Anita: I like the big ball.

ACHIEVEMENT TEST: BOOK ONE, Unit VI

Structure to be tested: It's a big/small ________.

Items required: 1) Randomized list of students.
2) Gather the following items, one big one and one small one of each: box, chair, ship.

Instructions:

Calling on the first child on your list, hold up one of the items and ask him, "What's this?" He is supposed to answer, "It's a big ________" or "It's a small ________", depending on whether or not it is big or small in comparison with the other item.

Continue until all or most of the class has been tested.

Scoring:

Score 1 point if he makes a correct statement, using the proper adjective.

BOOK ONE, Unit V11

Listening Comprehension Narrative

One morning a chick came out of his shell. There was no one around. He didn't know who he was. He didn't know where he was from. He started to look for his family.

The chick saw some pigs. "What is your name?" the pig asked. "Where are you from?"

"I don't know," said the chick. "I'm looking for my family."

"We're pigs," the pigs said. "You're not a pig."

The chick saw some goats. "What is your name?" the goats asked. "Where are you from?"

"I don't know," said the chick. "I'm looking for my family."

"We're goats," the goats said. "You're not a goat."

Then the chick saw some other chicks eating seeds. A big red hen was watching them. The hen asked the chick, "What's your name? Where are you from?"

"I don't know," the chick said. "I'm looking for my family."

"You're a chick," said the hen. "And they're chicks. You belong to this family." The chick was very happy. He had found his family.

Structures previously taught: What's your name?
Singular of verb to be.

New for production: Where are you from? I'm from ________.
Plural of verb to be.
Plural nouns.
I don't know.
What are they?

Suggested Comprehension Questions:

1. Did the chick know where he was from?
2. Did the chick know what his name was?
3. What did the pigs ask the chick?
4. What did the goats ask the chick?
5. What did the chick answer?
6. What was the chick looking for?
7. Did the chick see some other chicks?
8. Who was watching the chicks?
9. Did the chick find his family?
10. What family did he belong to?

Vocabulary for this unit:

chick
pig
goat
hen
animals
nurse
doctor
they
where
from
first grade

BOOK ONE, Unit VII

Lesson 1

A. Aim of Lesson: Review: Singular of verb to be: Is this a/an ______?
No, it isn't.
It's a ______.

Teach : Plural of verb to be.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Review: (Use pictures from story.)

Teacher	Children
Pointing to goat, ask children: Is this a pig?	No, it isn't. It's a pig.
Pointing to chick, ask children: Is this a hen? etc.	No, it isn't. It's a chick.

3. Teach the following dialog:

Chick: Are you | chicks?

Pigs : No, we're | not. We're | pigs.

Chick: Are you | chicks?

Goats: No, we're | not. We're | goats.

(When many group repetitions have been made, have one group be pigs and one group be goats. Select one child to be the chick. Have chick go to the pigs and goats and ask the questions.)

4. Call on some girls to stand up. Ask them, "Are you girls?" Have them respond, "Yes, we are. We're girls." Call on other girls and do the same. Go through the same thing with the boys. Be sure you do not call on the same number of students all the time.

BOOK ONE, Unit VII

Lesson 2

A. Aim of Lesson: To review singular and plural forms of the verb to be.
To teach the plurals of regular nouns.

B. Visual Aids Needed: Pictures of singular and plural nouns.
Pictures for listening comprehension narrative.

C. Procedure:

Teacher (Holding up pictures)	Students
Is this a pig?	Yes. It's a pig.
goat	No, it isn't a goat.
chick	
hen	
boy	
girl	

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach the following dialog:

Anita: Are they nurses?

Dakio: No, they're not. They're doctors.

Anita: Are they pigs?

Dakio: No, they're not. They're goats.

4. Drill: (Teacher cues with pictures.)

½ class	½ class
She's a nurse.	They're nurses.
He's a doctor.	They're doctors.
They're pigs.	It's a pig.
It's a boy.	They're boys.
They're goats.	It's a goat.

etc.

Lesson 3

A. Aim of Lesson: To review plurals and verb to be.
To teach: I don't know.
What are they?

B. Visual Aids Needed: Pictures for narrative.
Pictures of plural animals.

C. Procedure:

1. Review:
Teacher: Marda, Anita and Karlise, please stand up.
Are you goats?

Girls : No, we aren't. We're girls.

Teacher: Class, are they animals?

Class : No, they aren't. They're girls.

(Make other substitution for underlined words.)

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach the dialog:

Anita: I have some pictures.

Dakio: (Pointing to one of the pictures) What are they?

Anita: They're cats. What are these?

Dakio: I don't know.

Anita: They're cows.

4. Have pictures of plurals stacked face down. Have one child (IT) select a picture and not show it to the rest of the class.

IT : What are they?
Class : We don't know.
IT : Guess.
Student: Are they __________?
IT : Yes/No they are/aren't
(Child who guesses correctly gets to be IT)

BOOK ONE, Unit VII

Lesson 4

A. Aim of lesson: Review: I don't know. What are they?
Teach : Where are you from? I'm from ______.

B. Visual Aids Needed: Draw a rough map of Kolonia on the board.
Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Explain the following situation and teach the dialog:

   The teacher wanted to know where the children came from. She asked each one of them.

   Teacher: Where are you from, Anita?

   Anita : I'm from Kepinle.

   Teacher: Where are you from, Dakio?

   Dakio : I'm from Porakied.

3. Chain drill:

   A: Where are you from?
   B: I'm from Pohnsekir. Where are you from?
   C: I'm from Dwewneu. Where are you from?
   etc.

4. Teacher: All children from Kepinle, stand up.

   Tell us where you're from.

   Students: We're from Kepinle.
   Teacher : Where are they from, class?
   Class : They're from Kepinle.

   (Have students take turns as teacher.)

BOOK ONE, Unit VII

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures of Dakio, Anita, Marda, Astaro.
Pictures of plural animals and people.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions. Have students dramatize the story saying the parts of the animals while teacher narrates.

2. Teach dialog:

   Marda and Astaro are new students in Kolonia School. They do not know where their classroom is. Anita and Dakio help them.

   Anita & Dakio : Hello. Are you new here?
   Marda & Astaro: Yes. We're new students.
   We're in the first grade.
   Anita & Dakio : Come with us. We're in the first grade, too.

3. Have students work as partners. Have a pair select one of the plural animal or people pictures. Have them tell the class, "Guess what we are." The other students guess as partners, "Are you pigs?" etc. The pair up front answers, "Yes, we are," or "No, we aren't."

4. Drill: (Using pictures of singular animals and people)

½ class	½ class
Is it/he/she a ________?	Yes/No, it/he/she is/isn't.
Are they ____________?	

ACHIEVEMENT TEST (A): BOOK ONE, Unit VII

Structure to be tested: Yes, we/you/they are.
No, we/you/they aren't.
No, we're/you're/they're not.

Items required: Randomized list of students.

Instructions:

Have the class line up in two rows, facing each other.

Tell the students that you are going to ask them some questions, and you will call on individuals to answer for the group.

The directed-questions are listed below. Call on the students in the order of your list. If a student should fail to respond correctly, go on to the next student and the next question.

Directed-questions:

(Ask individual of one team.)	Are you all in the (first) grade?	(yes)
(Ask individual of one team.)	Are you all in the (second) grade?	(no)
(Ask a member of the opposite team.)	Are we people?	(yes)
(Ask a member of the opposite team.)	Are we birds?	(no)
(Point to members of the opposite team.)	Are they students?	(yes)
(Point to members of the opposite team.)	Are they teachers?	(no)

Continue going through this list until you have tested a sufficient number of students in your class.

Use these intonation patterns as your guide:

Yes, we are.	Yes, you are.	Yes, they are.
No, we're not.	No, you're not.	No, they're not.
or	or	or
No, we aren't.	No, you aren't.	No, they aren't.

Scoring:

Score each student 1 point for correct response and 1 point for correct intonation.

ACHIEVEMENT TEST (B): BOOK ONE, Unit VII

Structures to be tested: /-s/ /-z/ /-iz/

Items required:
1) Randomized list of students.
2) Pictures of plural items such as: cats, goats, pigs, nurses, cows, etc.

Instructions:

Familiarize the students with the pictures by holding them up one-at-a-time, saying "These are nurses," "These are cats," etc.

Begin the test by calling on the first child on your list, holding up a picture, and saying, "What are these?" He should respond,

"They're ________,"

using the correct vocabulary item with the correct plural ending.

Use these as your guide:

cats	/-s/
pigs	/-z/
goats	/-s/
cows	/-z/
nurses	/-iz/

Scoring:

Score each student 1 point for using the correct plural-ending sound.

BOOK ONE, Unit VIII

Listening Comprehension Narrative

Ben is Dakio's little brother. When he was three years old, he still didn't talk. His parents were worried. They said, "Poor Ben. He can't talk."

Then suddenly one day Ben began to talk. He talked all the time. He asked questions all the time. He kept asking, "What are these? What's that? What's this? What are those?"

At first Ben's mother and father were happy to hear him talk. But they got tired of answering his questions.

But Ben kept asking, "What's this? Are these crayons? Are those pens? What are those?"

Ben asked questions of brothers and sisters. He asked questions of the neighbors.

Everywhere he went he wanted to know, "What are those? What's this? Is that a ball?"

His family said, "It was better when Ben didn't know how to talk."

But Ben said, "How can I learn, if I don't ask questions?"

Structures previously taught: What's this/that?
Is this/that a ball?

New production: Please tell me what these/those are.
What are these/those?
These/those are ships.
These aren't ships. They're trees.

New for recognition: He can't talk.
Please don't talk so much.
He was three years old.

Suggested Comprehension Questions:

1. Whose brother is Ben?
2. How old was Ben?
3. Why were his parents worried?
4. What kind of questions did Ben ask?
5. What did Ben say?
6. Do you know little children like Ben?

Vocabulary for this unit:

these
stretch
ceiling
point

show
me
flowers
toads

boat
they're
those
trees

BOOK ONE, Unit VIII

Lesson 1

A. Aim of Lesson: To review: This/that is a/an ________.
Is this/that a/an ________.

To teach : What are these? They're ________.
Are these balls?

B. Visual Aids Needed: Pictures for listening comprehension narrative.
Pictures of singular objects.
Pictures or realia: ships, pencils, crayons, balls, pens.

C. Procedure:

1. Review:
   a. Have pictures of singular objects on chalk rail. Call on students to come up, select a picture and ask the class, "Is this a/an ________?" They respond, "Yes, it is, or No, it isn't. It's a ________."

   b. Teacher holds up a picture and calls on individuals to say, "That's a ________."

2. Present listening comprehension narrative and ask questions.

3. P.E. Activity:

Stretch to the ceiling,
Point to the floor,
Show me your zoris,
Point to the door.

4. Teach the following dialog:

Ben is Dakio's little brother. He likes to speak English. He is always asking many questions.

Ben : (Holding up pencils) Dakio, please tell me what these are.

Dakio: They're pencils.

Ben : (Holding crayons) And what are these?

Dakio: They're crayons.

Ben : (Pointing to ships) Are these balls?

Dakio: No, they aren't. They're ships.

5. **Drill:** Cue with pictures or real objects.

	½ class	½ class
a.	What are these?	They're pencils balls ships crayons pens
b.	Are these ships?	No, they aren't. They're ________.

BOOK ONE, Unit VIII

Lesson 2

A. Aim of Lesson: To review: It's a _______. They're _________.
To teach : What are those?
Those are trees.
Are those flowers?

B. Visual Aids Needed: Pictures for narrative.
Singular and plural pictures: comb, pen, pencil, wastebasket, eraser, umbrella, chair, ball.

C. Procedure:

1. Review: Stack mixed pictures of singular and plural objects face down on desk. Ask various individuals to come up, take the picture from the top of the pile and ask "What's this?" or "What are these?" Have class respond, "It's a _______," or "They're _________."

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach new dialog:

One day Ben came to school with Dakio. He looked at the pictures on the wall. He asked Dakio's teacher, Emiko many questions.

Ben : (Pointing to pictures of flowers) What are those?

Emiko: They're flowers.

Ben : (Pointing to picture of toads) What are those?

Emiko: They're toads.

Ben : (Pointing to the picture of trees)

Are those flowers, too?

Emiko: No. Those are trees.

(Be sure that the pictures are far away for the teaching of those.)

4. **Drill:** (Teacher cues with pictures.)

	½ class	½ class
a.	What are those?	Those are flowers. trees books pencils, etc.
b.	Are those trees?	Yes, they're trees or No, they're flowers.

5. **Team game:** Divide children into two teams (A & B). They stand facing each other. Give each child on team A, a picture of singular or plural objects.

A #1: (Holds up picture) What's this?

B #1: It's a comb.

A #2: What are these?

B #2: Those are flowers.

Count 1 point for a correct question and 1 point for a correct answer. When Team A is through asking questions, give other pictures to Team B and reverse the procedure.

(Be sure to explain to children that they are only to speak in turn. They will be minus a point for each person on the team who talks out of turn.)

Lesson 3

A. Aim of Lesson: To contrast "This" and "These".

B. Visual Aids Needed: Pictures for narrative.
Pictures for rhyme.

C. Procedure:

1. Review: (Using pictures of singular items.)

   Pass out pictures to some of the students. Have them ask other individuals, "What's this?" They respond, "That's a ______." or "It's a ______."

2. (Using pictures of plural items)
   Pass out pictures to other students. Have them ask, "What are those?" Other individuals called upon respond, "They're ______." or "Those are ________."

3. Pass out singular and plural pictures of the same item. Call on a child to tell about this picture. e.g., he says, "This is a pencil" and he puts it on the chalk tray. Child who has the plural of the same item stands up and says "These are pencils." He places his pictures on the opposite end of the chalk tray. Class repeats, (as teacher points to picture) "That's a pencil." "Those are pencils."

4. Teach rhyme:

That's a window. That's a door. That's the ceiling. That's the floor.	Point to objects.
Those are ships. Those are goats. Those are chicks. Those are boats.	Point to pictures.

5. Present listening comprehension narrative and ask comprehension questions.

BOOK ONE, Unit VIII

Lesson 4

A. Aim of Lesson: To review singular and plural forms of verb to be.
To teach: Those aren't boxes.
What are those? Are those windows?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Ask these questions of various children.

   a. Are you in the first grade?
   b. Is Anita a girl?
   c. What's her name?
   d. Are Dakio and Estakio boys?
   e. Is Astaro an American boy?
   f. What's this?
   g. Is Johnny a teacher?
   h. Is Emileo a student?
   i. Is this a desk?
   j. Are those chairs?
   k. Are Marda and Anita men?
   l. Are those books?

2. Teach the following dialog:

   Ben : (Touching books) Are these desks?

   Dakio: No, those aren't desks. They're books.

   Ben : (Touching keys) What are these?

   Dakio: Those are keys.

3. Present listening comprehension narrative and ask comprehension questions.

4. Repetition Drill (Intonation practice):

What are those?	Are those windows?
What are these?	Are these doors?
What are these?	Are these crayons?

   etc.

5. Have IT pick a picture from a stack. Without looking at it, IT asks, "Is this a table, class?" Class responds, "No, it isn't. It's a chair" or "Those are chairs."

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures for rhyme from lesson 3.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Place pictures of various singular and plural items on the chalk tray. Have students go through yesterday's dialog substituting various items of their choice.

3. Repeat rhyme from lesson 3.

4. Give individual children singular and plural pictures of the same items. Have them say, "This is a ________. These are ________s." Showing the appropriate pictures.

5. Play team game as described in lesson 7.

6. Teach song: "Head, Shoulders, Knees and Toes"

   Head, shoulders, knees and toes
   Knees and toes //
   And eyes, and ears and nose and mouth.
   Head, shoulders, knees and toes,
   Knees and toes.

7. Repetition Drill:

   This is my head.
   These are my shoulders.
   These are my knees.
   These are my toes.
   These are my ears.
   This is my nose.
   This is my mouth.

ACHIEVEMENT TEST: BOOK ONE, Unit VIII

Structures to be tested: This/That
These/Those

Items required:
1) Randomized list of students.
2) Collect 3 or 4 of the following items: pencils, books, erasers, pens, rulers.

Instructions:

Give one of each of the above items to the first seven students on your randomized list. Give the remaining items to the next seven students on your list. In other words, one student will have one pencil and one student will have 2-3 pencils; one student will have one book and one student will have 2-3 books, etc.

Calling on the students in order of your list, say to the first student,

"(John), ask (Sara) about her pencil."

John should respond,

"What's that?"

Sara should respond,

"It's a pencil."

Calling on the next student on your list, say,

"(Ioanis), ask (Mary) about your eraser."

Ioanis should respond,

"What's this?"

Mary should answer,

"It's an eraser."

Calling on the next pupils, say,

"(Dakio), ask (Yasko) about her books."

Dakio should respond,

"What are those?"

Yasko should answer,

"They're books." or "Those are books."

Calling on the next students, say,

"(Steven), ask (Mersi) about your rulers."

Steven should say,

"What are these?"

Mersi should say,

"They're rulers." or "Those are rulers."

Ask these in any order you wish.

Scoring:

Score 1 point for each student if he uses the structure being tested properly.

BOOK ONE, Unit IX

Listening Comprehension Narrative

Last Saturday, Anita's father came home from Guam. The children and their mother were happy to see him. Father was happy to see his family.

Father brought many packages with him. In the packages were presents for the family.

Anita opened her box first. "Oh," she said. "What a pretty blue dress!"

Sharon had blue zoris in her box.

Mother got a yellow handbag.

There was a very big box on the table. It was for the baby. "What is it?" asked the children. "May we open the box?"

"Yes," said father. "Open it."

"It's a big ball," said Gary.

"And it's read and white," Sharon said. Sharon threw the ball to the baby. The baby likes it very much.

Gary said, "Isn't there a present for me?"

"Yes," said father. "Look in the closet. There's a new baseball and bat for you."

"Thank you, father," the children said. "We like our presents very much."

Structures previously taught: It's a ball.
It's a big ball.

New for production: It's pretty.
It's a pretty dress.
Prepositions of place - - in, on, under
What color is it?
What color are they?

New for recognition: happy to see him
a very big box
There's a _ _ _ _ _ _.
Isn't there _ _?
We like them very much.

Suggested Comprehension Questions:

1. Where did Anita's father come from?
2. Were the children happy to see him?
3. Was father happy to see his family?
4. Did father bring many packages?
5. What did Anita get?
6. What did Sharon get?

7. What did the baby get?
8. What did Gary get?
9. What did mother get?

Vocabulary for this unit:

dress
pink
pretty
black
cat
red
white
blue
on
in
yellow
handbag
green
orange
purple
brown
hibiscus
clothes
feet
under

BOOK ONE, Unit IX

Lesson 1

A. **Aim of Lesson:** To review: What are these/those?
To teach : What is it? It's pretty.

B. **Visual Aids Needed:** Pictures for narrative, picture of one dress and of several dresses, strips of colored papers, pictures of plural items, pictures of a pink dress, a black cat, a red and white ball, a red flower, a yellow handbag.

C. **Procedure:**

1. Present listening comprehension narrative and ask comprehension questions.

2. Review: (Teacher cues with pictures of plural objects.)
   a.

½ class	½ class
What are those?	They're pigs.
What are those?	They're flowers.

etc.

   b. Pass out pictures to individual students. Students who have pictures ask of an individual without a picture, "What are these?" The other responds, "Those are balls."

3. Teach the following dialog:
   (When father gave the children their presents, Anita opened hers first.)

Anita : What's this?

Sharon: It's a dress. It's pink.

Anita : It's pretty.

Sharon: Yes. It's a pretty pink dress.

4. Drill: (Teacher cues with pictures)

It's a pretty pink dress.
It's a pretty black cat.
It's a pretty red and white ball.
It's a pretty red flower.
It's a pretty yellow handbag.

5. Drill: (Teacher cues with colored paper strips)

It's blue red green white purple
pink yellow black orange brown

BOOK ONE, Unit IX

Lesson 2

A. Aim of Lesson: Review: It's a dress. It's pink.
It's pretty. It's a pretty pink dress.
Teach : They're zoris. They're blue zoris.

B. Visual Aids Needed: Pictures for narrative, pictures of a pair of zoris, pictures of singular and plural objects.

C. Procedure:

1. Review: (Cue with pictures)
   Teacher : It's a dress. It's pink. It's pretty.
   Students: It's a pretty pink dress.
   Teacher : It's pretty. It's a cat. It's black.
   Students: It's a pretty black cat.
   etc.

2. Teach song: "Hibiscus"

   Hibiscus red, hibiscus pink,
   Hibiscus yellow and white;
   Growing on the bushes green
   Many new ones every day.

3. Present listening comprehension narrative and ask comprehension questions.

4. Teach dialog:
   (After Anita finished opening her package, Sharon opened hers)

   Anita : What's that?

   Sharon: They're blue zoris.

   Anita : They're pretty.

   Sharon: They're pretty blue zoris.

5. Drill: (Cue with pictures)

½ class	½ class
It's a pretty pink dress.	They're pretty pink dresses.
It's a pretty red flower.	They're pretty red flowers.

etc.

6. Physical Education Activity

Touch your nose.
Straighten up.
Touch your toes.
Touch your clothes.

BOOK ONE, Unit IX

Lesson 3

A. Aim of Lesson: Review: Is/Are this/these a ball/balls?
Yes/No it/they is/aren't.
It's/They're dress/dresses.
Teach : Prepostitions in, on where's your dress?

B. Visual Aids Needed: Pictures for narrative and pictures of plural and singular objects.

C. Procedure:

1. Review: (Clue with pictures)

Teacher: Are these zoris?
Class : No, they aren't. They're dresses.
Teacher: Is this a blue crayon?
Class : Yes, it is. It's a blue crayon.
Teacher: Are these goats?
Class : No, they aren't. They're pigs.
Teacher: Is this a pretty yellow chick?
Class : Yes, it's a pretty yellow chick.

2. Physical Education Activity:

Touch your head,
Touch your feet,
Close your eyes,
And rise.

3. Present listening comprehension narrative and ask comprehension questions.

4. Teach dialog:

Sharon: Where's your dress?

Anita : It's on the chair.

Where are your zoris?

Sharon: They're in the box.

Anita : Where's the box?

Sharon: It's on the table.

5. Teach song: "Open, Shut Them"

Open, shut them. Open, shut them,
Give a little clap.
Open, shut them,
Open, shut them,
Put them on your desk.
(Put them in your desk.)*

*One of several appropriate alternate last lines. Substitute others to teach propositions.

BOOK ONE, Unit IX

Lesson 4

A. Aim of Lesson: To review: in, on, Where's ________?
To teach : under

B. Visual Aids Needed: Pictures for narrative, real objects: book, crayon pencil, eraser, umbrella.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Review: (Teacher places objects on or in different objects.) (Teacher cues by pointing to object.)

½ class	½ class
Where's the pencil?	It's on the desk.
Where's the umbrella?	It's in the wastebasket.
Where's the comb?	It's in your pocket.
Where's the eraser?	It's on the chalk tray.

etc.

3. Review dialog from yesterday. Then learn new dialog. (Anita could not find the baby's ball.)

Anita : Where's the baby's ball?

Sharon: Look under the table.

Anita : Where?

Sharon: Under the table.

Anita : Oh here it is.

4. Drill: (Cue with pictures)

Teacher	Students
Where's the box?	It's under the table.

etc.

5. Ask individuals to obey commands.
Put the umbrella on the table.
Put the pencil on your desk.
Put the flower in the desk.
Put the box under your chair.
Put your hands on your head.
Put the crayon in your desk.
Put the box under the table.

BOOK ONE, Unit IX

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Real objects. Pictures of singular and plural items.

C. Procedure:

1. Teach song: (To the tune of "The Farmer in the Dell")

   The pencil's in the box.
   The pencil's in the box.
   Where oh where's the pencil now?
   The pencil's in the box.
   (Change in the on or under: pencil to other objects)

2. Present listening comprehension narrative and ask comprehension questions.

3. Go hunting. Give an object to three students, (ITS). The ITS place the objects on, in or under other objects, while other students put their heads down on their desks. Ask six other children, "Where's the pen? Where's the book? Where's the crayon?"

   The six other children go looking for the objects. The children who find the objects stand at that location and raise their hands. The ITS ask "Where's the ________?" The finder responds, "It's in/on/under the ________." Finders get to be the next ITS.

4. Place the pictures of several singular and plural items on the chalk tray. Ask children to place them in/on/or under other objects. Call on other children to tell where the objects are.

ACHIEVEMENT TESTS: BOOK ONE, Unit IX

Structures being tested: in, on, under

Items required:
1) Randomized list of students.
2) Collect the following items: pencil, zoris, book, umbrella, crayon, ball, paper, bag, hands, eraser.

Instructions:

Take one of the above objects and place it either in, on, or under something. Call on an individual and ask him:

"Where is the (umbrella) ?"

The student should respond:

"It's on (or in or under) the desk."

Scoring:

Score each student 1 point for using in, on, or under correctly.

Structure being tested: colors

Items required:
1) Randomized list of students.
2) Gather pictures or realia of various objects, each of which is all one color. Use these colors: blue, pink, red, yellow, green, black, white, orange, purple, brown.

Instructions:

Hold up a picture or an object, and ask the first student on your list:

"What's this?"

He should respond:

"It's a RED pencil," or

"It's a GREEN book," or

"It's a PINK dress," etc.

Scoring:

Score 1 point for naming the correct color only.

BOOK ONE, Unit X

Listening Comprehension Narrative

The Crab and the Needlefish

The needlefish has a long sharp needle in front. He can spear any fish. He can swim very fast.

A sand crab is very small. He can't crawl very fast.

One day on the island of Satawan in the Mortlocks, a needlefish met a little brown crab. "You can't move fast,' the needlefish told the crab. "Look at me. I can swim fast."

The little brown crab watched the needlefish. Then he said, "Yes, you can swim very fast. I can't crawl very fast. But I can beat you in a race."

"Foolish talk!" cried the needlefish. "You can't beat me. I can swim very fast."

"Let's race tomorrow," the crab said. "We'll start here at this rock and race to that mango tree. You can swim in the water and I can crawl on the shore."

"Okay," the needlefish said. "But you're very small. I won't be able to see you."

That night the crab asked his friends to sit in different holes near the water.

"Tomorrow," he told them, "the needlefish will call to me. Each time he calls, one of you answer for me."

The next morning the crab and the needlefish met at the rock. The race began. Soon the needlefish called, "Little crab, where are you?"

A small voice answered, "Here I am, just ahead of you." Each time the needlefish called, "Little crab, where are you?" a crab voice answered, "Here I am, just ahead of you."

The needlefish was very angry. When he reached the mango tree, he saw a little crab sitting under the tree. "Well, here you are at last," said the crab.

The needlefish felt very foolish. "A little crab can beat me," he said. "Maybe I can't swim very fast."

Structures previously taught: a little brown crab
under the tree
in the water
on the shore

New for production: I can swim. I can't swim. Can you? Can you swim faster?

New for recognition: intersifier very
Where are you?
Let's race tomorrow.
I'll answer you.

Suggested Comprehension Questions:

1. Can the needlefish spear fish? How?
2. Can the needlefish swim very fast?
3. Can the crab crawl very fast?
4. Is the crab very big?
5. Where did the needlefish and crab live?
6. What color was the crab?
7. Where did the fish swim?
8. Where did the crab crawl?
9. Did the crab have many friends?
10. Why was the needlefish angry?
11. When the needlefish reached the mango tree, where was the crab?
12. Do you think the crab was wise?

Vocabulary for this unit:

crawl
swim
race
sing
read
write
crab

needlefish
can
can't
round
hop
fast
hear

jump
dance
hide
shake
fold
up
down

BOOK ONE, Unit X

Lesson 1

A. Aim of Lesson: Review: Where's your book?
What color is it? in, on under
Teach : I can ________.

B. Visual Aids Needed: Pictures for narrative.
Real objects for review.

C. Procedure:

1. Review:
   A: Where's your book?
   B: I don't know.
   A: What color is it?
   B: It's red.
   A: Here it is. It's on my desk.

   (Change item, color and place of underlined parts in the dialog.)

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Crab : I can crawl. Can you?

   Needlefish: No. But I can swim.

   Crab : Let's have a race.

   Needlefish: Okay.

4. Drills:

	Teacher	Class
a.	I can crawl	I can crawl.
	swim	I can swim.
	sit	I can sit.
	stand	I can stand.
	turn around	I can turn around.
	open the door	I can open the door.
	speak English	I can speak English.
	sing	I can sing.
	read	I can read.
	write	I can write.
b.	Can you crawl?	Yes, I can.
	Can you swim?	Yes, I can.

etc.

5. Song: "We Can"

We can sit and stand, and turn
Round and round, round and round.
We can sit and stand, and turn
Round and round and round.

BOOK ONE, Unit X

Lesson 2

A. Aim of Lesson: To review: I can ________.
To teach : I can't ________.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "We Can"

2. Chain drill:
A: I can sit. Can you?
B: Yes, I can. I can stand. Can you?
C: Yes, I can. I can write. Can you?
etc.

3. Present listening comprehension narrative and ask comprehension questions.

4. Teach dialog:

Needlefish: I can swim fast. You can't.

Crab : I can crawl fast. You can't.

Needlefish: Let's have a race.

Crab : Okay. You can't win.

5. Drills:

a.

I can swim fast.	I can swim fast.
run	I can run fast.
walk	I can walk fast.
crawl	I can crawl fast.
hop	I can hop fast.

b.

You can't win.	You can't win.
crawl	You can't crawl.
The needlefish	The needlefish can't crawl.
swim fast	The needlefish can't swim fast.
The crab	The crab can't swim fast.
I	I can't swim fast.
run fast	I can't run fast.
John	John can't run fast.

BOOK ONE, Unit X

Lesson 3

A. Aim of Lesson: Review: I can. I can't.
Teach : Can you ________.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Repetition drill:

I can speak English.
I can sing.
I can't swim.
I can write.
I can't dance.
I can't reach the ceiling.
I can jump.
I can't read English.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

Needlefish: I can't see you.

Crab : Can you hear me?

Needlefish: Yes, I can hear you.

Crab : Then call to me.

4. Drills:

a. Can you hear me?
see
call
answer
ask

b. Can you hear me?
run fast?
sing well?
write Ponapean ?
sit nicely ?
see me?

5. **Physical Education Activity:**

Put your head up. Put your head down.
Put your arm up. Put your arm down.
Put your foot up. Put your foot down.
Now turn around and sit down.

BOOK ONE, Unit X

Lesson 4

A. Aim of Lesson: Review: I can/I can't/Can you?
Teach : Can you clap your hands?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Teach song: "I Have Two Hands"

   I have two hands,
   They belong to me,
   I can make them do things.
   Would you like to see?
   I can clap them together
   Or open them wide.
   I can wave at somebody
   Or make them hide.

2. Physical Education Activity:

   Clap your hands,
   Open them wide
   Wave your hands,
   Make them hide,

   Touch your eyes
   Touch your nose
   Touch your knees
   Touch your toes.

3. Present listening comprehension narrative and ask comprehension questions.

4.

Teacher	**Students**
Can you clap your hands?	Yes, we can (clap)
Can you touch your nose?	Yes, we can (touch nose)
Can you hide your hands?	Yes, we can (hide hands)
Can you touch your knees?	Yes, we can (touch knees)
etc.	

5. Drill:

Teacher	**Students**
Can you touch your toes?	Can you touch your toes?
nose?	Can you touch your nose?
eyes?	etc.
mouth?	
head?	
ears?	

Can you point to the door?	Can you point to the door?
window	Can you point to the window?
desk	etc.
floor	
chair	

Can you clap your hands?	Can you clap your hands?
open your hands	Can you open your hands?
close your hands	
hide your hands	
shake your hands	
fold your hands	

Lesson 5

A. Aim of Lesson: Review: All structures taught in the unit.

B. Visual Aids Needed: Pictures for listening comprehension narrative.

C. Procedure:

1. Sing "We Can"

2. Present listening comprehension narrative and ask comprehension questions.

3. Physical Education Activity:

Teacher	½ class	½ class
clap your hands	Can you clap your hands?	Yes, we can (clap)
touch your knees	Can you touch your knees?	Yes, we can (touch knees)
Hide your hands		
point to the door		
bring me your pencil	etc.	etc.
touch your head		
open your hands		
raise your hand		
point to the ceiling		
wave your hand		
hide your hands		
touch your toes		
point to your ears		
fold your hands		

4. Teach dialog:

Anita: I can run fast.

Dakio: Can you beat me?

Anita: I don't know.

Dakio: Let's race. (They race)

5. Sing: "I Have Two Hands"

6. Explain to the children that the teacher will say a word. If they can see what that object in the room, they are to say "I can see a/an ________." Then the teacher asks "Where is it?" They respond, "It's in/on/under the _______."

Teacher : umbrella
Students: I can see an umbrella.
Teacher : Where is it?
Students: It's under the table.
Teacher : flower
Students: I can't see a flower.
Teacher : box
Students: I can see a box.
Teacher : Where is it?
Students: It's under the table.

(Let a student act as a teacher.)

ACHIEVEMENT TEST: BOOK ONE, Unit X

Structures being tested: can/can't

Items required: Randomized list of students.

Instructions:

Calling on the students one at a time, ask each of them a questions, using the word can and one of the verbs from the list below. If you cue him by nodding your head "yes", the student should respond,
"Yes, I can ________."

If you cue him by nodding your head "no", he should respond,
"No, I can't ________."

Fox example:

Teacher: Henry, can you walk? (nodding head "yes")
Henry : Yes, I can walk.

Teacher: Julie, can you stand up? (nodding head "no")
Julie : No, I can't stand up.

Verb list:

stand up
raise your hand
look out the window
stamp on the floor
stretch to the ceiling
bring me ________
sit down
put your hand up/down
point to the door
turn around

Scoring:

Score each student 1 point for using can or can't correctly.

VOCABULARY INTRODUCED IN BOOK ONE

a
American
an
animals
are
aren't

ball
big
black
blue
boat
book
box
boy
bring me
brown

can
can't
cat
ceiling
chair
chick
class
clerk
closet
clothes
comb
crab
crawl
crayon

dance
desk
doctor
door
down
dress

ears
eraser
eyes

farmer
fast
feet
first
floor
flowers
fold
from

girl
give up
goat
good afternoon
good morning
grade
grandfather
green
guess

handbag
he
head
hello
hen
her
hi
hibiscus
hide
his
hop
how are you

I'm
I'm fine, thank you.
I'm fine, too.
in
is
isn't
it

jump

key
knees
Kusaiean

man
me
mechanic
Mokilese
mouth
my

name
needlefish
no
nose
not
nurse

on
orange

Palauan
pen
pencil
pig
pink
please
point
Ponapean
pretty
purple
Put your hand down.

race
raise your hand
read
red
round

school
shake
ship
shoulders
show
sing
sit down
small
stand up
storekeeper

stretch
student
swim

table
teacher
ten
that
that's
these
they
they're
this
those
three
toads
toes
trees
turn around
two

umbrella
under
up

wastebasket
what
where
white
window
woman
write

yellow
yes
you
your
you're

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ENGLISH

BOOK II

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ENGLISH

Book II

The curriculum materials herein were developed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view do not necessarily represent official Office of Education position.

University of Hawaii
Honolulu, Hawaii
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Corpus (Book II)

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Unit I:	How old are you? I'm seven years old. How old is (he, she)? (He's, She's) seven. What grade are you in? I'm in the first grade.	5
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Do you have a pet?
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(I, You, They) have tails.

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Little Billy Goat Gruff is crossing the bridge.
Who's bouncing the ball?
John is (bouncing the ball).
The (goat, goats)(live, lives) near a river.

INTRODUCTION

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions - anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) into Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story will be repeated in English everyday of the unit.

Most of the structures in the narrative are presented for comprehension and not for production. Structures for production will be extracted from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc. are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The procedure tells you step by step how to proceed with the lesson. Follow the steps carefully. You may insert songs and relaxation activities in between steps when children seem restless.

Dialog:

Dialog should be taught as follows:

1. The teacher models the dialog. Students listen.
2. Teacher repeats the dialog. Children repeat.
3. Divide class into two parts. One-half takes one role; other half takes the other role. (Teacher can prompt both halves.)
4. Assign parts to rows of students.
5. Assign parts to individuals.
(It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn as least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song if you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.
2. To provide language practice in listening to and obeying commands. The teacher should first demonstrate the activity while the students watch. The second time the children try to follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first then smaller groups until you get down to individual responses.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

1) Indication of the structure(s) to be tested.

2) List of items needed to give the test, such as certain visual-aids.

3) Instructions as to how to give the test, usually including examples for the teacher and/or the students.

4) Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding the class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE NUMBER OF ACTUAL CORRECT ANSWERS.

For example:

1) If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.

2) If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses:
1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0

3) If the total number of possible correct answers is divided into the number of actual correct answers, it is:

$$\frac{10 \text{ (actual)}}{20 \text{ (possible)}} = .50 \text{ or } 50\%$$

4) Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST: DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example:

1) If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.

2) If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of students times number of possible answers), the result is 200.

Therefore, the number of possible correct answers for the entire class is 200.

3) Here are the scores (actual correct answers) of the 20 children:

5 8 5 5 9 10 10 4 0 0
3 5 7 8 9 1 7 3 3 8

Adding these scores together, the total count of actual correct answers is 110.

4) Looking at the original formula, multiply the total number of possible correct answers by the number of students taking the test (20); divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

5) Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. It would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books especially, the tests have been written to be presented aurally and responded to orally; obviously, this is because young beginning English students cannot read or write. However, as the books progress, more and more of the tests are written so as to be presented in written form or aurally, and to be answered on paper. These latter tests, being written rather than oral, therefore, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

BOOK TWO, Unit I

Listening Comprehension Narrative

Anita, Dakio, Marda and Astaro live on the island of Ponape.

Anita and Dakio live in Porakied. They're seven years old and in the first grade.

Marda and Astaro live in Pohnsekir. They're in the second grade and are eight years old.

All four of them go to Kolonia Elementary School. They often meet on the way to school. Sometimes they walk home together.

The children often talk about their English teacher. His name is Mr. Smith. They like him very much, because he is a good teacher. He tells the children interesting stories. And he knows a lot of games. He can speak Ponapean, too.

The children like school. Anita likes to listen to stories. Dakio likes to play games. Marda and Astaro like to sing songs.

Structures previously taught: He can speak Ponapean.

New for production:
How old are you? I'm seven years old.
How old is he/she? He/She's seven years old.
What grade are you in? I'm in the first grade.

New for recognition:
Frequency words - often, sometimes
They like him because ____ ____ ____ ____ ____.

Suggested comprehension questions:

1. What island do Anita, Dakio, Marda and Astaro live on?
2. What village do Anita and Dakio live in?
3. What village do Astaro and Marda live in?
4. What grade is Anita in?
5. How old is Dakio?
6. Are Astaro and Marda in the third grade?
7. What's the English teacher's name?
8. Do the children like him?
9. Can he speak Ponapean?
10. Can he tell stories?

Vocabulary for this unit:

six
eight
how
left
right
wink
one

four
five
nine
seven
years
old

BOOK TWO, Unit I

Lesson 1

A. Aim of Lesson: Review: can/can't
Teach : I'm seven years old.
He's/She's seven years old.

B. Visual Aids Needed: Pictures for narrative.
Puppet Anita.
Picture of Carol.

C. Procedure:

1. Review: Chain drill:

A: Can you jump?
B: Yes, I can. Can you touch the ceiling?
C: No, I can't. Can you show me a chair?
D: Yes, I can. Can you clap your hands?
etc.

2. Teach the song: "Ten Little Boys"

One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.

3. Present listening comprehension narrative and ask comprehension questions.

4. Using puppet of Anita, do the following monologue:

Anita: I'm Anita. I'm a Ponapean girl.
I'm in the first grade. I'm seven years old.
She's Carol. She's an American girl.
She's in the first grade, too. She's six years old.

Use same procedure for memorizing as you would for a dialog.
Have a few children use the puppets and repeat the monologue.
Call on other children to talk about themselves, or their partners.

5. P. E. Activity:
Put your arm up. Put your arm down.
Put your arms up. Put your arms down.
Point to your knee. Point to your knees.
Touch your ear. Touch your ears.

BOOK TWO, Unit I

Lesson 2

A. Aim of Lesson: To review: I'm/He's/She's seven years old.
To teach : How old are you?
How old is she/he?

B. Visual Aids Needed: Pictures for narrative.
Puppets Anita and Dakio.

C. Procedure:

1. Physical Education Activity.
   Down on your heels,
   Up on your toes,
   Stretch to the ceiling
   Then touch your toes.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Dakio: How old are you?

   Anita: I'm seven.

   Dakio: How old is she? ...(Pointing to Marda)

   Anita: She's eight.

4. Chain drill:
   A: How old are you?
   B: I'm seven. How old are you?
   C: I'm seven, too. How old are you?
   etc.

5. Have some students talk about their partners.
   He's Kuhd.
   He's a Kusaiean boy.
   He's seven years old.

BOOK TWO, Unit I

Lesson 3

A. Aim of Lesson: To review: He/She's seven years old.
I'm seven years old.
To teach : What grade are you in?
I'm in the first grade.

B. Visual Aids Needed: Pictures for narrative.
Puppets of Anita and Mr. Smith.

C. Procedure:

1. Review: Call on various individuals to talk about themselves and partners. Have them say:
   I'm Dakio.
   I'm seven years old.
   He's Daksin.
   He's eight years old.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Anita: : Hello, Mr. Smith.

   Mr. Smith: Hi. How are you?

   Anita : Fine, thank you.

   Mr. Smith: What grade are you in?

   Anita : I'm in the first grade.

4. Chain Drill:

   A: What grade are you in?
   B: I'm in the first grade.
   What grade are you in?
   C: I'm in the first grade.
   What grade are you in?
   etc.

5. P. E. Activity:
   Raise your right hand.
   Raise your left hand.
   Show me your right foot.
   Show me your left foot.
   Wink your right eye.
   Wink your left eye.

Lesson 4

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Puppets of Dakio and Mr. Smith.
Picture of Carol.

C. Procedure:

1. P.E. Activity:
Down on your heels,
Up on your toes.
Stretch to the ceiling
Then touch your toes.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

Mr. Smith: Hello, Dakio.

Dakio : Hi, Mr. Smith.

Mr. Smith: How old are you?

Dakio : I'm seven years old.

Mr. Smith: What grade are you in?

Dakio : I'm in the first grade.

4. Teacher says: This is Carol.
She's seven.
She's in the first grade.

Teacher calls on individuals to say the same about their classmates.

5. Make a big circle. Have the children march. Left, right, left, right, around the room. Be sure to check that they are on the right foot.

Lesson 5

A. Aim of Lesson: Cumulative review.

B. Visual Aids Needed: Pictures from BOOK ONE, Units I through IX of objects, people and occupations.
Real objects used in BOOK ONE, Units V and VI.

C. Procedure:

1. Teach Song: "Looby Loo"

   Here we go Looby Loo
   Here we go Looby Lie
   Here we go Looby Loo
   All on a Saturday night.
   I put my right hand in,
   I take my right hand out,
   I give my right hand
   A shake, shake and shake,
   And turn myself about.

   (Substitute left hand, left foot, right foot)

2. Review various people and their occupations from Unit IV. Pass out pictures to various individuals and have them talk about the people.

3. Gather objects from BOOK ONE, Units V and VI. Give them to various other individuals. Have them tell the class about the object.

4. Show the children pictures of objects from BOOK ONE, Unit IX. Review the colors and the names of the objects. Then stack them face down and play "Three Questions".

5. Get singular/plural pictures from BOOK ONE, Unit VIII. Have children repeat after you as you say:

   This is a tree. These are trees.
   This is a ball. These are balls.
   etc.

   (Be sure chldren make final /s/ sound on the plural words.)

ACHIEVEMENT TEST: BOOK TWO, Unit I

Structures being tested: How old are you?
What grade are you in?

Items required: Randomized list of students.

Instructions: Selecting students according to your randomized list, ask individuals the questions below, switching back and forth between questions:

How old are you?
What grade are you in?

Make sure you ask each child both questions, but not necessarily together.

Scoring:

Score each child 1 point for answering each question correctly; therefore, each student can receive 2 points.

BOOK TWO, Unit II

New for production:
Where do you live?
I/You/We/They live in Porakied.
Where does he/she live?
What do you do everyday?
We sing and play.
What does she/he do everyday?
He/She cleans the house everyday.

Vocabulary for this unit:

do
live
does
draw
everyday
play
talk
listen
cleans
house
eat
wash
cook
dinner
watch
baby
face
brush
teeth

BOOK TWO, Unit II

Lesson 1

A. Aim of Lesson: To review: How old are you?
What grade are you in?
To teach : Where do you live?
I/You/We/They live in Porakied.

B. Visual Aids Needed: Pictures for narrative (BOOK TWO, Unit I)
Pictures of Anita, Dakio, Marda, Astaro

C. Procedure:

1. Sing: "Looby Loo"

2. Present listening comprehension narrative.
   Ask the following questions about Marda, Anita, Dakio, and Astaro:

   What's his/her name? What grade is he/she in?
   How old is he/she? Where does he/she live?

3. Sing: "Ten Little Boys"

4. Short answer drill: (Use pictures as cues)
   Teacher asks the questions. Students respond, "Yes, he/she is" or "No, he/she isn't."

   Is he seven years old? Is he in the first grade?
   Is his name Dakio? Is he from Pohnsekir?

5. Teach dialog:

   Teacher : Where do you live?

   Anita and Dakio: We live in Porakied.

   Teacher : Where do you live?

   Anita and Dakio: We live in Pohnsekir.

6. Ask children from various sections of Kolonia to stand up. Ask them "Where do you live? They respond, "We live in Kepinle," etc.

7. Drill:

   I live in Porakied.
   They
   Pohnsekir
   Kepinle
   We
   They

BOOK TWO, Unit II

Lesson 2

A. Aim of Lesson: Review: Where do you live?
I live in Kepinle.
Teach : Where does he/she live?
He/She lives in Kepinle.

B. Visual Aids Needed: Pictures of Marda, Astaro, Anita and Dakio.
Puppets Mr. Smith and Anita.

C. Procedure:

1. Chain drill:
A: Where do you live?
B: I live in Kepinle.
Where do you live?
C: I live in Pohnsekir.
etc.

2. Dialog:

Mr. Smith: Where do you live?

Anita : I live in Porakied.

Mr. Smith: Where does Astaro live?

Anita : He lives in Pohnsekir.

(Be sure they use lives with "He" and not live.)

3. Drill:
a. Where does Marda live? She lives in Pohnsekir.
Where does Astaro live? He lives in Pohnsekir.
Where does Anita live? She lives in Porakied.
Where does Dakio live? He lives in Porakied.
(Use pictures to clue)

b. Where does she live? She lives in Pohnsekir.
Where does he live? He lives in Pohnsekir.
Where does she live? She lives in Porakied.
Where does he live? He lives in Porakied.

4. Pass out pictures of Astaro, Dakio, Marda and Anita. Have children come up to the front and say:

I'm Tony.
I live in Kepinle.
This is Astaro.
He lives in Pohnsekir.

BOOK TWO, Unit II

Lesson 3

A. Aim of Lesson: Review: Where does he/she live?
He/She lives in Porakied.
Teach : What do you do every day?
We sing and play.

B. Visual Aids Needed: Puppets Anita and Mr. Smith.
Action pictures sing, draw, read, write.

C. Procedure:

1. Chain drill: (Teacher cues with pictures)

A: Where does he live?
B: He lives in Porakied.
C: Where does she live?
D: She lives in Pohnsekir.
etc.

2. Dialog:

Mr. Smith : What grade are you in?

Dakio and Anita: I'm in the first grade.

Mr. Smith : What do you do every day?

Anita : We read and write.

Dakio : We sing and draw.

3. Teach song: "Tell Us Where You Live"

Will you tell us where you live,
You live, you live?
Will you tell us where you live,
In Kolonia
In Kepinle, In Deweneu, In Pohnsekir
In Porakied, etc.
And that is where I live in Kolonia.

4. Drill: (Cue with pictures)

a.	What do you do every day?	We read.
	What do you do every day?	We sing.
	What do you do every day?	We draw.
	What do you do every day?	We write.
	What do you do every day?	I write.
	What do you do every day?	I draw.

BOOK TWO, Unit II

Lesson 3

What do you do every day?	I sing.
What do you do every day?	I read.

b.	I read. I write.	I read and write.
	We sing. We draw.	I sing and draw.
	I draw. I write.	I draw and write.

BOOK TWO, Unit II

Lesson 4

A. Aim of Lesson: Review: What do you do every day?
We/I write and draw.
Teach : What does he/she do everyday?
She cleans the house.

B. Visual Aids Needed: Puppets Anita and Mr. Smith.
Action pictures: washing clothes, cleaning house, cooking dinner, washing dishes, watching baby.

C. Procedure:

1. Drill: (Use pictures to cue)

½ class	Cue	½ class
What do you do everyday?	read	We read.
What do you do everyday?	sing	We sing.
etc.	play	etc.
	talk	
	listen	
	draw	
	eat	

2. Teach dialog:

Anita : Sharon doesn't go to school.

Mr. Smith: What does she do everyday?

Anita : She cleans the house.

She washes our clothes, too.

3. Drill:

She cleans the house.
washes our clothes.
cooks our dinner.
washes the dishes.
watches the baby.

4. Teach: "Classroom Song"

We do classwork, in our classroom,
Work and play, work and play,
We listen to the teacher,
Every day, every day.

BOOK TWO, Unit II

Lesson 5

A. Aim of Lesson: Review all structures taught in this unit.

B. Visual Aids Needed: Pictures of Dakio, Astaro, Marda, Anita.

C. Procedure:

1\.

Teacher	Individual pupils
(Cue with picture of Marda)	
What's her name?	Her name's Marda.
How old is she?	She's eight years old.
What grade is she in?	She's in the 2nd grade.
What does she do in school?	She reads and writes.
Where does she live?	She lives in Pohnsekir.

(Do the same with Astaro, Anita and Dakio.)
See if any children can take the teacher's part in asking questions.

2. Teach the "Everyday Song":

Every day we wash our faces,
Wash our faces, wash our faces
Every day we wash our faces
Early in the morning.
(Brush our teeth, walk to school)

3. Monologue: (Use puppet Anita)

I'm Anita.
I'm seven years old.
I'm in the first grade.
I live in Porakied.
I come to school every day.
I read and write.
(Call on various children to talk about themselves.)

4. Monologue: (Show pictures of Astaro)

This is Astaro.
He's eight years old.
He's in the second grade.
He lives in Pohnsekir.
He comes to school every day.
He reads and writes.
(Call on various students to talk about their classmates.)

ACHIEVEMENT TEST: BOOK TWO, Unit II

Structure to be tested: Where do you live?
Where does he/she live?

I live in ________.
He/She lives in ________.

Items required: Randomized list of students.

Instructions:

Ask the children at random the questions listed below, varying the order of the questions:

Where do you live?

Where does he/she live? (indicating another child in the class, or using pictures of characters the students are familiar with.)

The student should respond,

I live in ________.

He/She lives in ________.

Scoring:

Score each child 1 point for answering correctly. Try to have each child answer one question with live and one with lives.

Alternative:

You may also want to have individuals ask questions of their classmates. In that case, score 1 point for forming the question correctly.

BOOK TWO, Unit III

Listening Comprehension Narrative

One day Anita brought a very big book to school. It had many pictures in it. She showed it to the other children.

There was a picture of a man with many balloons. There was a green one, a red one, a blue one, a yellow one, a white one, an orange one, and a purple one. "I like the blue one," Leo said. "I like the yellow one, " Linda said.

There was a picture of an elephant. He had very big ears. There was a picture of an owl. He had very big eyes. There was a picture of a monkey, too. He had a very long tail.

Anita said, "I like the owl best. Which one do you like best, Dwight?"

"I like the monkey," Dwight said. "I like his very long tail."

Structures previously taught: big book
colors

New for production: pronoun "one"
I like _________.
intensifier "very"

New for recognition: There was _________.

Suggested Comprehension Questions:

1. What did Anita bring to school?
2. Were there many pictures in it?
3. What kind of pictures were in the book?
4. Did the elephant have big eyes?
5. Did the monkey have a long tail?
6. Did the owl have big ears?
7. Which balloon do you like?
8. Which animal do you like?

Vocabulary for this unit:

one (pronoun)
like
which
balloon
very
long
tail
shirt
rabbit
rooster
snake
monkey
owl
elephant

BOOK TWO, Unit III

Lesson 1

A. Aim of Lesson: Review: wash our faces, brush our teeth, walk to school.
Teach : Which one to you like?
I like the red one.

B. Visual Aids Needed: Pictures for narrative.
Strips of colored paper.
Puppets Anita and Dakio.

C. Procedure:

1. Sing the "Everyday Song":

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

Anita: I like the red balloon.
Which one do you like?

Dakio: I like the green one.
It's pretty.

4. Drill: (Teacher cues with colored paper.)

½ class	Cue	½ class
Which one do you like?	blue	I like the blue one.
"	purple	"
"	orange	"
"	green	"
"	red	"
"	yellow	"
"	white	"

5. Place picture of balloons in the chalk tray. Chain drill:

A: Which one do you like?
B: I like the blue one.
Which one do you like?
C: I like the white one.
etc.

BOOK TWO, Unit III

Lesson 2

A. Aim of Lesson: Review: Which one do you like?
I like the white one.
Teach : Do you like the red one?

B. Visual Aids Needed: Pictures for narrative.
Pictures of dresses and shirts.
Puppets Marda and Anita.

C. Procedure:

1. Show picture of various dresses of different colors. Chain drill the girls:
   A: I like the blue dress.
   Which one do you like?
   B: I like the pink one.
   Which one do you like?
   etc.

2. Show picture of various shirts of different colors. Chain drill the boys in the same way.

3. Teach dialog:

   Anita: Do you like the blue dress?

   Marda: No, I don't. I like the pink one.

   Anita: It's very pretty.

4. Drill: (Cue by pointing for questions and nodding head for answers.)

½ class	½ class
Do you like the blue shirt?	No, I don't.
yellow	Yes, I do.
etc.	etc.

   (Do the same with dresses.)

5. Present listening comprehension narrative and ask comprehension questions.

BOOK TWO, Unit III

Lesson 3

A. Aim of Lesson: Review: Do you like the red shirt?
No, I don't. Yes, I do.
Teach : I like his very long tail.

B. Visual Aids Needed: Pictures for narrative.
Puppets Anita and Dakio.

C. Procedure:

1. Drill: (Teacher cues with colored strips.)
Place pictures of dresses and shirts on chalk tray.
Teacher calls on pupil to ask questions.
Student asking question calls on another student to answer.

Teacher: (Holding up blue paper) Apiner.
Apiner : Do you like the blue shirt, Simao?
Simao : Yes, I do.
Teacher: (Holding up green paper) Grace .
Grace : Do you like the green dress, Roro?
Roro : Yes, I do.
etc.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

Dakio: I li[illegible] elephant.

Anita: I do, too. I like his very big ears.

Dakio: I like the owl's very big eyes.

Anita: Yes. They're very big eyes.

4. Display pictures on the chalk tray.

Teacher	Students
Does the elephant have very big ears?	Yes, he does.
Does the monkey have very big eyes?	No, he doesn't.
Does the owl have very big ears?	No, he doesn't.
Does the monkey have a very long tail?	Yes, he does.
Does the monkey have very big ears?	No, he doesn't.
Does the owl have a long tail?	No, he doesn't.
Does the owl have very big eyes.	Yes, he does.

BOOK TWO, Unit III

Lesson 4

A. **Aim of Lesson:** Continue practicing the use of very.
The monkey has ____ ____ ____ ____.

B. **Visual Aids Needed:** Pictures for narrative.
Pictures of cow, goat, rabbit, rooster, snake.

C. **Procedure:**

1. Using appropriate picture teacher says:
The monkey has a very long tail.
The elephant has very big eyes.
The owl have very big eyes.
Teacher repeats once more and children repeat after teacher.

2. Showing picture of cow, teacher asks a student to say something about the cow's tail. The student should respond, "The cow has a very long tail."
Ask about other animals:
    - goat - very short tail.
    - rabbit - very long ears.
    - rooster - very long tail.
    - snake - very small eyes.

3. Pronunciation Practice:

Goats say "Ma-a-a-a-a-,"
Cows say "Moo-oo-oo-,"
Snakes say "S s s s s s s,"
The rooster says "Cock-a-doodle-doo."

4. Drill: (Cue with pcitres)

The elephant has	very big ears.
cow	a very long tail.
owl	very big eyes.
rooster	a very long tail.
goat	a very short tail.
snake	very small eyes.
rabbit	very long ears.
monkey	a very long tail.

5. Present listening comprehension narrative and ask comprehension questions.

Lesson 5

A. Aim of Lesson: Review: Structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures from previous lessons.

C. Procedure:

1. See if children can help you tell the narrative.

2. Put up the pictures of the balloons, shirts and dresses. Have children tell what they like.

   Chain drill:
   A: I like the red dress. What do you like?
   B: I like the blue balloon. What do you like?
   etc.

3. Tell the children to imagine that they could have one of the animals for a pet. Let them select the animal they want.

   Chain drill:
   A: I like the owl. I like his very big eyes.
   B: I like the monkey. I like his very long tail.
   etc.

4. Pass out pictures of animals to various students. Have them talk about the picture.

   This is a monkey.
   It's brown.
   It has a very long tail.
   I like the monkey. (or don't like)

ACHIEVEMENT TEST: BOOK TWO, Unit III

Structure to be tested: very

Items required:
1) Randomized list of children
2) Pictures of animals that children are familiar with: monkey, owl, goat, cow, rabbit, rooster, snake, elephant.

Instructions:

Review briefly the descriptions of the animals, using the term very, by holding up a picture and saying:

This is a (e.g., monkey). He has a very long tail.

Tell the children you are going to ask them something about a picture and they are to answer by making a sentence using very.

Begin the test by calling on the first child from you list. Hold up a picture and say, "Tell me something about the monkey," or "Tell me about the monkey's tail." Try to elicit a statement using very.

Scoring:

Score 1 point for making a correct sentence using very.

BOOK TWO, Unit IV

Listening Comprehension Narrative

Dakio liked the monkey very much. He wanted to learn more about monkeys. He wanted the read the words in the book. But he couldn't read. So he went to Mr. Smith. "Tell me about monkeys," Dakio said. "What do they like to do?"

"Well," Mr. Smith said, "monkeys live in the jungle. They like to play and swing in the trees. They like to do most of the things that boys like to do."

"What do they like to eat?" Dakio asked.

"They like to eat peanuts and bananas," Mr. Smith said.

Just then Dwight came by eating a banana. Dakio said, "Dwight likes to eat bananas, too. I do, too. He likes to play and swing in trees. I do, too."

"You're both little monkeys," Mr. Smith laughed.

Structures previously taught: They live in the jungle.
They can't talk.
intensifier "very"

New for production: They like to eat bananas.
He likes to play.
What do monkeys like to do?
What does he like to eat?
Do you like to drink coffee? Yes, I do. No, I don't.
Does father like to eat candy? No, he doesn't.

New structures for recognition: He wanted to read.

Suggested Comprehension Questions:

1. Who likes the monkey very much?
2. Can Dakio read?
3. Whom did he ask about monkeys?
4. What do monkeys like to eat?
5. Does Dakio like to eat bananas?
6. What do monkeys like to do?
7. Why did Mr. Smith call Dwight and Dakio little monkeys?

Vocabulary for this unit:

eat
doughnuts
drink
milk
coffee
don't
monkey
swing
bananas
candy
pepper
peanuts

BOOK TWO, Unit IV

Lesson 1

A. Aim of Lesson: To teach: What do you like to eat?
I like to eat doughnuts.

B. Visual Aids Needed: Pictures for narrative.
Puppets Dakio and Mr. Smith.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach dialog: (Mr. Smith told the children that they should eat breakfast every morning so they would not be hungry when they came to school. He asked them what they like to eat for breakfast.)

Mr. Smith: What do you like to eat?

Dakio : I like to eat doughnuts.

Mr. Smith: What do you like to drink?

Dakio : I like to drink milk.

3. Teach song: "What Do You Like To Eat?"

What do you like to eat for breakfast,
Eat for breakfast, eat for breakfast,
What do you like to eat for breakfast
Early in the morning?

I like to eat some doughnuts for breakfast,
Doughnuts for breakfast, doughnuts for breakfast.
I like to eat some doughnuts for breakfast
Early in the morning.

4. Drill:

a.

½ class	Cue	½ class
What do you like to eat?	doughnuts	I like to eat doughnuts.
What do you like to eat?	rice	I like to eat rice.
etc.	fish	etc.
	yam	
	taro	
	chicken	
	breadfruit	

Lesson 1

b.

½ class	Cue	½ class
What do you like to drink?	milk	I like to drink milk.
What do you like to drink?	juice	I like to drink juice.
etc.	water	etc.
	coffee	
	tea	
	kool aid	
	soda pop	

BOOK TWO, Unit IV

Lesson 2

A. Aim of Lesson: Review: What do you like to eat?
I like to eat rice.

Teach : What does your father like to drink?
He likes to drink coffee.
Do you like to drink coffee?
No, I don't.

B. Visual Aids Needed: Pictures for narrative.
Puppets Dakio and Mr. Smith.

C. Procedure:

1. Review: Chain drill:

A: What do you like to eat?
B: I like to eat bananas.
What do you like to eat?
C: I like to eat pineapples.
What do you like to eat?
etc.

2. Present listening comprehension narrative and ask questions.

3. Sing: "What Do You Like to Eat"

4. Teach dialog:

Mr. Smith: What does your father like to drink?

Dakio : He likes to drink coffee.

Mr. Smith: Do you like to drink coffee?

Dakio : No, I don't.

5. Drills:
a. Father likes to drink coffee.
eat breadfruit
go fishing
read books
play baseball
b. Father likes to eat breadfruit.
Mother
Anita
Dakio
He
She

Lesson 2

c.

½ class	½ class
Do you like to clean the room?	No, I don't.
sweep the floor?	No, I don't.
erase the board?	etc.
stay at home?	
pick up rubbish?	
cut grass?	

Lesson 3

A. Aim of Lesson: Review: What does your mother like to eat?
She likes to eat fish.
Teach : Do monkeys like to eat bananas?
Yes, they do.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review: Chain drill:
A: What does your mother like to eat?
B: She likes to eat fish.
What does your mother like to eat?
C: She likes to eat bread.
What does you mother like to eat?
etc.

2. Tell the following narrative. (Children listen)

Monkeys like to play. They like to swing by their arms. They like to swing by their tails, too. They like to eat bananas. They like to eat peanuts, too. They don't like to eat fish.

Little boys like to play, too. They like to swing by their arms. They like to eat bananas and peanuts, too. They like to eat fish.

3. Response drill: (based on story)
Do monkeys like to play? Yes, they do.
Do they like to eat peanuts? Yes, they do.
Do they like to swing with their arms? Yes, they do.
Do they like to eat fish? No, they don't.
Do little boys like to swing by their tails? No, they don't.
Do little boys like to eat bananas? Yes, they do.
Do little boys like to play? Yes, they do.
Do little boys like to swing by their arms? Yes, they do.
Do little boys like to eat fish? Yes, they do.

4. Ask individual children: (Have them respond according to their own wishes.)

Do you like to go swimming?
sweep the floor?
drink sakau?
eat ice cream?
play marbles?
etc.

BOOK TWO, Unit IV

Lesson 4

A. Aim of Lesson: Teach: They don't like to eat fish.
No, he doesn't. Yes, he does.
No, they don't. Yes, they do.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach dialog:

Mr. Smith: Monkeys don't like to eat fish.

Dakio : Dwight likes to eat fish.

Mr. Smith: Does he like to swing by his tail?

Dakio : No, he doesn't. He doesn't have a tail.

Mr. Smith: I guess he's not a monkey.

3. Drills:

a. Monkeys don't like to eat fish.
Babies
You
I
They
We

b. Dwight doesn't like to eat fish.
He
Anita
She
Dakio
Mr. Smith
Mother

c.

Does Dwight have a long tail?	No, he doesn't.
Do monkeys like to eat peanuts?	Yes, they do.
Does Dakio like to eat bananas?	Yes, he does.
Does Dwight like to eat fish?	Yes, he does.
Do boys like to play?	Yes, they do.
Do monkeys like to eat fish?	No, they don't.
Do boys like to swing by their arms?	Yes, they do.
Do monkeys like to eat pepper?	No, they don't.
Do monkeys like to swim?	No, they don't.
Does Dakio like to eat pepper?	No, he doesn't.
Do boys like to eat ice cream?	Yes, they do.
Does Dakio like to eat grass?	No, he doesn't.

BOOK TWO, Unit IV

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Puppets Dakio and Mr. Smith.
Action and Food pictures.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach dialog:

Mr. Smith: What do you like to eat?

Dakio : I like to eat candy.

Mr. Smith: Does your father like to eat candy too?

Dakio : No, he doesn't. He likes to drink coffee.

3. Chain drill with ½ of the class:
A: What do you like to eat?
B: I like to eat candy.

4. Chain drill with other ½ of class:
A: Does your father like to eat candy, too?
B: No, he doesn't. He likes to drink coffee.

5. Do dialog variations. Tell children to put in other words for candy and coffee.

6. Drill: (Pass out pictures of actions or something to eat to all students.)

Student (With picture): Do you like to swim, Anna?
Anna : Yes, I do.
Do you like to eat breadfruit, Charles?
Charles : Do you like to sweep the floor,Lia?
etc.

ACHIEVEMENT TEST: BOOK TWO, Unit IV

Structure to be tested: likes to (verb)

Items required:
1) Randomized list of students
2) Collect pictures of the following actions, trying to find ones that the children are already familiar with: listen to stories, write, sing songs, draw, play games, clap hands, read, run.

Instructions:

Calling on the students according to your list, hold up a picture and ask,

"What does he/she like to do?" or

"What do they like to do?"

The students should respond,

"He/She likes to ________." or

"They like to ________."

For example:

Teacher: (shows a picture of a boy running)
What does he like to do?
Student: He likes to run.

Teacher: (shows a picture of a girl playing)
What does she like to do?
Student: She likes to play.

Scoring:

Score each student 1 point for using the infinitive form correctly, i.e., to ______. For your own information, you may also want to keep points whether or not the students use like and likes properly, too.

BOOK TWO, Unit V

Listening Comprehension Narrative

One Saturday morning Dakio got up very early. He wanted to play with his friends. But his father wanted him to work.

"We want to play baseball and then go swimming," Dakio said.

"Weed the garden first," father said. When you're finished you can play ball and go swimming."

So Dakio weeded the garden. When he was finished, he washed his hands. He went into the house and told his mother, "I'm hungry. I want to eat."

"Do you want rice or breadfruit?" his mother asked. "And there's some fish and doughnuts."

"I want rice and fish. I don't want a doughnut now. I want to play ball. After that I want to go swimming in the river. Can I eat my doughnut later?"

"All right," his mother said.

Structures previously taught: You can play ball.
Can I eat my doughnut later?

New for production: Do you want rice or breadfruit?
I want rice.
I want to play ball.
I'm hungry.

New for recognition: When you are finished, you can play.
His father wanted him to work.

Suggested Comprehension Questions:

1. Why did Dakio get up early?
2. What did his father want him to do?
3. Did Dakio weed the garden?
4. What did he do before he went to the house?
5. What did Dakio eat?
6. What did he do after he ate?

Vocabulary for this unit:

want
bananas
baseball
swimming
weed
garden

hungry
rice
breadfruit
fish
doughnut
thirsty

BOOK TWO, Unit V

Lesson 1

A. Aim of Lesson: To review: like to
To teach : want to ____

B. Visual Aids Needed: Pictures for narrative and food pictures.
Puppets Dakio and father.

C. Procedure:

1. Review: Teach song:

1) I like to eat bananas,
Bananas, bananas.
I like to eat bananas,
They taste so good.

2) He likes to eat ripe mangoes,
Ripe mangoes, ripe mangoes,
He likes to eat ripe mangoes,
They taste so good.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

Dakio : I want to play baseball.
Then I want to go swimming.

Father: I want you to weed the garden first.

Dakio : Okay.

4. Drills:

a. I want to go fishing.
play baseball
eat a banana
sing a song
go swimming
play marbles
drink some water
stand up

b. Place pictures of things to eat on the chalk tray. Call on various individuals to come and choose one picture and say:

A : I want to eat a mango. I like mangoes.
Class: He/She wants to eat a mango. He/She likes mangoes.
B : I want to eat some rice. I like rice.
Class: He/She wants to eat some rice. He/She likes rice.

BOOK TWO, Unit V

Lesson 2

A. Aim of Lesson: To review: I want to ________.
To teach : Do you want breadfruit or rice?
I want some breadfruit.

B. Visual Aids Needed: Pictures for narrative, fruits and actions.
Puppets Dakio and mother.

C. Procedure:

1. Place pictures of fruits and actions on board. Call on individuals to say what they want to eat or do.
"I want to eat a banana."
"I want to go swimming."

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

Dakio : I'm hungry. I want to eat.

Mother: Do you want rice or breadfruit?

Dakio : I want some breadfruit.

Mother: You can have some fish, too.

4.

Cue	½ class	½ class
breadfruit	Do you want breadfruit or rice?	I want some rice.
rice		
milk		
coffee	Do you want milk or coffee?	I want some milk.
taro		
bananas	Do you want taro or bananas?	I want some bananas.
fish		
pork	Do you want some fish or pork?	I want some pork.
bread		
doughnuts	Do you want bread or doughnuts?	I want some bread.
yam		
taro	Do you want yam or taro?	I want some yam.

5. Teach rhyme:

I want to go to the moon.
Far, far away.
I want to see the earth.
From far, far away.

BOOK TWO, Unit V

Lesson 3

A. Aim of Lesson: To review: I want to go swimming.
To teach : What do you want to do?

B. Visual Aids Needed: Pictures for narrative and action pictures.
Puppets Dakio and Astaro.

C. Procedure:

1. Review: Teach Song
   I want to go asailing, asailing, asailing
   I want to go asailing in my new canoe.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Dakio : What do you want to do?

   Astaro: I want to play baseball.

   Dakio : I want to play baseball, too.

   Astaro: Then let's go swimming.

   Dakio : Okay.

4. Drills:
   a. (Cue with action pictures)

½ class	½ class
What do you want to do?	I want to go swimming.
What do you want to do?	I want to eat a banana.
etc.	

   b. Repetition drill for intonation practice:

What do you want to do?	Do you want to play baseball?
What do you want to do?	Do you want to go home?
"	Do you want to eat a banana?
"	Do you want to go swimming?
"	Do you want to sing a song?
"	Do you want to erase the board?
"	Do you want to go to the movies?
"	Do you want to sit down?

5. Review rhyme from yesterday.

BOOK TWO, Unit V

Lesson 4

A. Aim of Lesson: Review: What do you want to do?
Teach : Don't you want to swim?
I don't want to swim in the river.

B. Visual Aids Needed: Pictures for narrative and action pictures.

C. Procedure:

1. Review: Chain drill:

   A: What do you want to do on Saturday?
   B: I want to go to the movies.
   What do you want to do?
   C: I want to play marbles.
   What do you want to do?
   etc.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Dakio : Don't you want to swim?

   Astaro: I do. But I don't want to swim in salt water.

   Dakio : Let's go swim in the river, then.

4. Drills: (Cue with pictures)

   a.

½ class	½ class
I want to go fishing.	I don't want to go fishing.
I want to eat.	I don't want to eat.
I want to play baseball.	I don't want to play marbles.

   etc.

   b. Chain drill (Cue with pictures)

   A: Don't you want a banana?
   B: Yes, I do.
   C: Don't you want a coconut.
   D: No, I don't.
   etc.

BOOK TWO, Unit V

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures from previous lessons.

C. Procedure:

1. Song: "I Want To Go Asailing"

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:
(When the boys got home from swimming they were hungry.)

Dakio : Hi, mom. I'm back. I'm hungry.

Mother: What do you want to eat?

Dakio : I want a coconut.

Mother: There are some bananas, too.

Dakio : And I want some water. I'm thirsty.

4. Review drills from Lessons 1-4.

ACHIEVEMENT TEST: BOOK TWO, Unit V

Structure to be tested: want to (infinitive)
want (direct object)

Items required:
1) Randomized list of students.
2) Assemble pictures of actions and of nouns, such as the following:

Actions (for infin. form)	Nouns (for d.o. form)
eat	bananas
sit down	mango
write	pencil
close the door	pen
sing	book
play baseball	table
stand up	chair
jump	umbrella

Instructions:

Calling on the students individually at random, you will give them a cue phrase, so as to elicit the infinitive want to ______, or the direct object want ______.

For example:

Teacher: (gives cue phrase)
...make doughnuts
Student: (makes up sentence using infinitive form)
I want to make doughnuts.

Teacher: (gives cue phrase)
...doughnuts
Student: (makes up sentence using direct object)
I want (some) doughnuts.

Using the words and phrases listed, you may mix the forms or test them separately.

Scoring:

Is the student responds correctly, using the proper form (i.e., differentiating between the infinitive form and the direct object form), score him 1 point.

Alternative:

You may, however, want to test these two forms separately. If you do, score each student 1 point for making up a correct sentence using the form you are testing.

BOOK TWO, Unit VI

Listening Comprehension Narrative

One morning Ehas was late. Dakio said, "Let's sing a song."

"That's a good idea," Anita said. "Let's sing THIS IS THE WAY. Do you know the words, class?"

"No, we don't," said the class. "We don't know the words."

"Then I'll teach you," Anita said.

When Ehas came to school, the class said,"We know a new song. We like it. Do you want to hear it?"

"Yes, I do," said Ehas. "I like to listen to songs. I like to learn new songs. Please sing it for me."

The class sang the song for Ehas. He said, "That's a good song. I like it very much. Now let's get to work."

Structures previously taught: Do you know it?
Do you want to hear it?

New production: Let's sing a song.
Let's not go swimming.
want vs. like
know vs. learn

New for recognition: I'll teach you.
When Ehas came to school, ----------.
Past tense

Suggested Comprehension Questions:

1. Was Dakio late one morning?
2. Who was late?
3. Did the children go home?
4. What did the class do?
5. Who taught the class the new song?
6. Does Ehas like to listen to songs?
7. Does Ehas like to learn new songs?
8. Did Ehas like the song?

Vocabulary for this unit:

change
hair
new
know
title
taro
game

learn
teach
already
hiking
cloudy
home
cold

BOOK TWO, Unit VI

Lesson 1

A. Aim of Lesson: Review: I like to sing.
Teach : Let's sing a song.
What shall we do?

B. Visual Aids Needed: Pictures for narrative and of classroom activities.
Puppets Anita and Dakio.

C. Procedure:

1. Review: Chain drill:
   A: I like to go swimming.
   What do you like to do?
   B: I like to play baseball.
   What do you like to do?
   C: I like to draw pictures.
   etc.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach song: "This Is The Way"

   This is the way we wash our faces,
   Wash our faces, wash our faces .
   This is the way we wash our faces
   Early in the morning.

4. Teach dialog:
   (Monday was a sunny day. As they walked home from school, Dakio said:)

   Dakio: What shall we do today?

   Anita: Let's go to the river.

   Dakio: Okay. But let's go home first.

   Anita: Yes. Let's change our clothes.

5. Drill:
   a. Substitution:
   Let's go to the river.
   go home
   change our clothes
   eat bananas
   play baseball
   stand up

BOOK TWO, Unit VI

Lesson 1

b. Responses:

½ class	Individual (clue with pictures)
What shall we do today?	Let's sing a song.
What shall we do today?	Let's read our books.
etc.	etc.

BOOK TWO, Unit VI

Lesson 2

A. Aim of Lesson: To contrast the use of "want" and "like".

B. Visual Aids Needed: Pictures for narrative.
Puppets Anita and Dakio.

C. Procedure:

1. Sing: "This Is The Way"
   Learn second verse.

   This is the way we brush our teeth,
   We brush our teeth, we brush our teeth.
   This is the way we brush our teeth
   Early in the morning.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Anita: Do you want some taro?

   Dakio: No, I don't. I don't like taro.

   Anita: Do you want some rice?

   Dakio: Yes, please. I like rice.

4.

½ class	Individual (answer according to individual's likes or dislikes)
Do you want some taro?	No, I don't.
some rice?	Yes, please.
some fish?	Yes, please.
a banana?	etc.
an orange?	
some chicken?	
some crab?	

5. Physical Education Activity:
   Step forward, step forward.
   Step back, step back.
   Turn around, raise your hand.
   Put it down.
   Point to the window.
   Stretch to the ceiling.
   Stamp on the floor.
   Turn around and sit down.

Lesson 3

A. Aim of Lesson: Review: Let's _______.
Contrast "know" and "learn"

B. Visual Aids Needed:

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Review:

Teacher	Class
stand up	Let's stand up.
sing a song	Let's sing a song.
play a game	Let's play a game.
go swimming	Let's go swimming.
drink milk	etc.
be quiet	
read a story	
draw a canoe	

3. Teach dialog:

Dakio : I know a new song.
It's called "Birds Fly."
Astaro: Let's learn it. Is is easy to learn?
Dakio : Yes, it is.
Astaro: Teach it to us.

4. Learn to play "Birds Fly."

Teacher says:	Children do:
Birds fly.	Flap their arms.
Airplanes fly.	Flap their arms.
Pigs fly.	No flapping.
A bat flies.	Flap their arms.
Mosquitoes fly.	Flap their arms.
Flies fly.	Flap their arms.

etc.

BOOK TWO, Unit VI

Lesson 4

A. Aim of Lesson: Teach: Let's not -------.

B. Visual Aids Needed: Pictures for narrative.
Puppets Astaro and Dakio.

C. Procedure:

1. Teach third verse of "This Is The Way"

    This is the way we comb our hair,
    We comb our hair, we comb our hair.
    This is the way we comb our hair
    So early in the morning.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

    Astaro: Let's go hiking today.

    Dakio : No, let's not. It's cloudy.

    Astaro: What shall we do?

    Dakio : Let's stay home and read our books.

4. Drills:

    a.

½ class	½ class
Let's go hiking.	Let's not go hiking.
go fishing.	Let's not go fishing.
play baseball.	Let's not play baseball.
go to the movies.	Let's not go to the movies.

    etc.

    b. We don't come to school on Saturday.
    Let's imagine we're going on a picnic.
    What kind of food shall we bring?
    Let's bring some rice.
    Let's bring some fish.
    Let's bring some sugar cane.
    Let's bring some mangoes.
    What kind of games shall we play?
    Let's play volleyball.
    Let's play "Birds Fly".
    Let's play baseball.
    etc.

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. See if students can tell the comprehension narrative while you show the pictures.

2. Have puppet Anita do the monologue:
I'm hungry. I want to eat a doughnut.
I like doughnuts.

   Have various individuals repeat what Anita said, substituting whatever they would like to eat.

3. Teach dialog:

   Anita: I know a new song.

   Dakio: Let's learn it.

   Anita: Not today. I have a cold.

   Dakio: What's the title?

   Anita: "I Have Two Hands."

   Dakio: Oh, I know it already.

4. Review drills from lessons 1-4.

5. Sing all verses of "This Is The Way".

ACHIEVEMENT TEST: BOOK TWO, Unit VI

Structure to be tested: want vs. like

Items required:
1) Randomized list of students.
2) Pictures of foods and/or objects the children are familiar with.

Instructions:

Set the pictures in the chalk tray after you have reviewed them with the class.

Calling on the first child on your list, ask him,

"What do you want?" (indicating he is to select from the pictures in the chalk tray)

He is to select a picture, and then respond,

"I want (some rice)."

Then you say,

"Do you like (rice)?"

He is to respond,

"Yes, I like (rice)," or

"No, I don't like (rice)."

Scoring:

Score each student 1 point for using want correctly in a sentence, and 1 point for the correct use of like.

BOOK TWO, Unit VII

Listening Comprehension Narrative

One day Chicken Little went for a walk in the woods. While he was walking, a seed fell on his head.

"Oh my," Chicken Little said. "The sky is falling." Chicken Little began to run. He met Henny Penny. Chicken Little said, "Oh, Henny Penny, the sky is falling. Some of it fell on my head."

"Oh my," said Henny Penny. "Let's run and tell the King."

Chicken Little and Henny Penny met Turkey Lurkey. "Why are you running?" Turkey Lurkey asked.

"The sky is falling," said Chicken Little. "Some of it fell on my head."

"We're going to tell the King," Henny Penny said.

So they all ran off to tell the King. On the way they met Ducky Lucky. "Why are you running?" asked Ducky Lucky.

The sky is falling," said Chicken Little. "Some of it fell on my head."

"We're going to tell the King," said Henny Penny and Turkey Lurkey.

So they all ran off to tell the King. On their way they met Goosey Loosey. "Why are you running?" Goosey Loosey asked.

"The sky is falling," said Chicken Little. "Some of it fell on my head."

"We're going to tell the King," said Henny Penny, Ducky Lucky, and Turkey Lurkey.

So they all ran off to tell the King. On their way they met Foxy Loxy. "Why are you running?" asked Foxy Loxy.

"The sky is falling," said Chicken Little. "Some of it fell on my head."

"We're going to tell the King," said Henny Penny, Ducky Lucky, Turkey Lurkey, and Goosey Loosey.

"You're tired," Foxy Loxy said. "Come into my house and rest. Then we'll all go and tell the King."

All the animals went with Foxy Loxy. One by one they walked into his house. But not one animal came out of the house.

Structures previously taught: Let's go and tell the king.

New for production: The sky is falling.
Why are you running?

New for recognition: Come into my house.
Some of it fell on my head.
one by one

BOOK TWO, Unit VII

Suggested comprehension questions:

1. Where did Chicken Little go for a walk?
2. What fell on his head?
3. What did Chicken Little say?
4. Who were they going to tell?
5. What did Foxy Loxy say?
6. What happened to all the animals?

Vocabulary for this unit:

seed
fell
throw
catch
sky
falling
bounce
crying
bathing
sleeping
king

BOOK TWO, Unit VII

Lesson 1

A. Aim of Lesson: Teach: What am I doing?
What are you doing?
You're reading a book?
I'm catching the ball.

B. Visual Aids Needed: Pictures for narrative and for rhyme.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach rhyme with appropriate actions:

Here is a ball.	(Curve hands into a ball)
I keep it on the shelf.	
I can throw it,	(motion of throwing)
And catch it,	(motion of catching)
And bounce it myself.	(motion of bouncing)
Here is a ball	(Curve hands into ball)
I'll throw it to you.	(motion of throwing)
Please catch it	(motion of catching)
And throw it	(motion of throwing)
Right back to me too.	(motion of catching)

3. Drill:

Teacher	Class
Am I throwing the ball? (make motion of throwing)	Yes, you are. You're throwing the ball.
Am I bouncing the ball? (make motion of catching)	No, you're not. You're catching the ball.
Am I catching the ball? (make motion of throwing)	No, you're not. You're throwing the ball.

etc.

4. Ask individual children to come up to the front of the room. Whisper a command to them such as "Erase the blackboard," or "Walk." Have the individual ask the class, "What am I doing?" Class responds, "You're erasing the board" or "You're walking."

Suggested commands:
sit down
open the door
turn around
stretch to the ceiling
walk around
erase the board
write your name
read from this book

BOOK TWO, Unit VII

Lesson 2

A. Aim of Lesson: Review: Are you brushing your teeth?
Yes, I am. No, I'm not.
Teach : The baby's crying.
Why is he crying?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have one child go to the back of the room and pantomine some actions. Other children raise their hands and when called on ask, "Are you walking? Are you eating? Are you sitting down? etc." The one who guesses correctly becomes the next IT.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Anita : Mother, the baby's crying.

   Mother: Why is he crying?

   Anita : He's sleepy.

   Mother: Give him his bottle.

4. Drill:
   The baby's crying.
   sleeping
   crawling
   drinking
   smiling
   laughing

5. Physical Education Activity:
   Make a big circle around the room. Teacher says the narrative and acts out the motions with the pupils.

   One day John went for a walk. (walk) He came to an open field. He ran across it. (run) He came to a road. (stop) There was a big tree. He began to climb it. (climb) The wind blew the tree. John swayed with the branched. (sway) John was hungry so he wanted to go home. He climbed down the tree (climb), (jump), ran across the field (run) and walked home. (walk)

BOOK TWO, Unit VII

Lesson 3

A. Aim of Lesson: To teach: What's he/she doing?
He/She's eating.

B. Visual Aids Needed: Pictures for narrative.
Pictures of Anita and Dakio combing hair, bathing, changing clothes, etc.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teach song: "Will You Tell Us What You're Doing?"

Will you tell us what you're doing
You're doing, you're doing?
Will you tell us what you're doing
This bright sunny day?
We're sitting, we're standing.
We're walking and turning.
We're in school and we are happy
This bright sunny day.

3. Using pictures, teacher says:

He's combing his hair.
He's hanging his clothes.
He's taking a bath.
Teacher then shows a picture and asks:
"What's he doing?" Children respond,
"He's combing his hair,"etc.

4. Teacher shows picture of Anita and goes through the same process.

She's sleeping.
She's eating.
She's brushing her teeth.

5. Drill: (Cue with pictures)

½ class	½ class
What's he doing?	He's changing his clothes.
What's she doing?	She's sleeping.

etc.

BOOK TWO, Unit VII

Lesson 4

A. Aim of Lesson: Teach: He/She isn't sleeping.

B. Visual Aids Needed: Pictures for narrative.
Action pictures of Dakio and Anita.

C. Procedure:

1. Review: Pass out action pictures to various students. Have them ask an individual without a picture, "What's he/she doing?"

2. Have children dramatize listening comprehension narrative.

3. Teach dialog:

Anita : Can I go out to play? The baby's sleeping.

Mother: He isn't sleeping. He's crying.

Anita : But I want to go out to play.

Mother: Take the baby with you.

4. Drill (Clue with pictures)

Hold up two pictures at once.
Have students make a negative sentence of the pictures on their left, and a positive sentence of the picture of the right.
He isn't eating. He's bathing.
She isn't combing her hair. She's sleeping.

5. Play guessing game. Stack all the action pictures in a pile. Have IT select one picture. Students guess:
"Is he bathing?"
IT answers, "Yes, he is. He's bathing."
or "No, he isn't. He isn't bathing."
The one who guesses correctly gets to be the next IT.

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Action pictures.

C. Procedure:

1. **Song**: "Will You Tell Us What You're Doing?"
2. Have students dramatize the narrative.
3. Review rhyme and questions from Lesson 1.
4. Review all drills from lessons 1-4.
5. Using action pictures hold them up two at a time. Have children give a positive sentence about one and a negative sentence about the other.

ACHIEVEMENT TEST: BOOK TWO, Unit VII

Structures to be tested: What are you doing?
I'm ________-ing.

Items required:
1) Randomized list of students.
2) If you wish to use picture clues instead of verbal clues, gather pictures of the following actions:

smile
sleep
run
write
drink
read
cut
throw
march
sing
stand
fish
jump
eat
draw
walk
sit
cry
talk

Instructions:

Calling on the students at random, give each one an action to perform, e.g., run, walk, write, etc. Have the child next to him ask,

"What are you doing?"

The student performing the action, should respond,

"I'm (running)." (or whichever action he is doing)

Scoring:

Score 1 point for the child who performs the action when he makes the correct -ing statement.

BOOK TWO, Unit VIII

Listening Comprehension Narrative

The Kamadipw

Breadfruit season is here. Everyone in the village is busy. Tomorrow there will be a kamadipw for the Nanwarki.

Some of the men are preparing the ovens. Some of the men are gethering firewood. Some of the men are gathering breadfruit. Other men are cutting firewood.

On the day of the kamadipw everyone is busy. Some men are cooking the pigs. Other men are tying the yams on poles. The children are picking flowers. Other women are making mwaramwars.

The kamadipw will begin in a few hours. Everyone is bathing. The women and children are changing their clothes. They're combing their hair.

Now the Nanwarki and his wife are sitting down. The men are bringing the food. They're dividing the pigs and the breadfruit. The cats and dogs are looking at the food.

Listen to the pounding. The men are making sakau.

Structures previously taught: What are you doing?
Why are they running?
They're changing their clothes.

New for production: Days of week
Everyone is busy.
Other men are tying yams.
Some men are cooking.
What are/What's
They're/He's/She's

New for recognition: Tomorrow there will be a kamadipw.
The kamakipw will begin in a few hours.

Suggested comprehension questions:

1. Why is everyone busy?
2. What are the men, women and children doing?
3. Is this breadfruit season?
4. Who is the kamadipw for?

Vocabulary for this unit:

gathering
firewood
cooking
making
looking

pounding
busy
everyone
some
other

Saturday
Sunday
Monday
Tuesday
Wednesday

Thursday
Friday

BOOK TWO, Unit VIII

Lesson 1

A. Aim of Lesson: Review: Present Progressive verbs
Teach : Some men/other men
Days of week

B. Visual Aids Needed: Pictures for narrative.
Puppets Anita and Dakio.
7 day calendar.

C. Procedure:

1. Teach song: "Marching Song" (Tune: "The Farmer In The Dell")

   We're marching all around.
   We're marching all around.
   Hi - ho, the merry-o,
   We're marching all around.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Dakio: Everyone seems busy.

   Anita: Some men are gathering breadfruit.

   Dakio: Other men are gathering firewood.

   Anita: Everyone's very busy.

4. Drills:
   a. Substitution

Teacher	Students
Some men are gathering breadfruit.	Some men are gathering breadfruit.
gathering firewood	Some men are gathering firewood.
Other	Other men are gathering firewood.
tying the yams	Other men are tying the yams.
some	Some men are tying the yams.
cooking the pigs	Some men are cooking the pigs.
Other	Other men are cooking the pigs.
making sakau	Other men are making sakau.

BOOK TWO, Unit VIII

Lesson 1

b.

Teacher	Students
Some women are making mwaramwars.	Some women are making mwaramwars.
children	Some children are making mwaramwars.
picking flowers	Some children are picking flowers.
Other	Other children are picking flowers.
bathing	Other children are bathing.
Some	Some children are bathing.
women	Some women are bathing.
cooking rice	Some women are cooking rice.
Other	Other women are cooking rice.

5. Draw a large 7 day calendar on the board:

S	S	M	T	W	Th	F

On a Monday (today) discuss with children the fact that they have been at home for two days. Fill the Saturday and Sunday boxed with white or colored chalk. Then point at Monday and put an X in it. Explain to them that Monday is the first school day. (Leave the calenday on the board for the entire week.)

BOOK TWO, Unit VIII

Lesson 2

A. Aim of Lesson: Review: Some/Other
Teach : Contrast of everyone, some and other.

B. Visual Aids Needed: Pictures for narrative.
7 day calendar.

C. Procedure:

1. Review: Using dialog from yesterday's lesson, do some variations. Substitute women for men, cooking rice for gathering breadfruit, etc. (Clue substitution with pictures.)

2. 7 day calendar. Ask the children if they remember the names of the two days they don't come to school. Ask the name of the first school day. Then tell the class, "Today is Tuesday. Today is a school day." Mark an X in the Tuesday box.

3. Pattern Drills:

Teacher	Students
Stand up.	(Everyone stands)
Everyone is standing.	Everyone is standing.
Sit down.	(Everyone sits)
Everyone is sitting.	Everyone is sitting.
Walk around the room.	(Everyone walks)
Everyone is walking.	Everyone is walking.
Row 1, stand up.	(Row 1 stands up)
Some students are standing.	Some students are standing.
Other students are sitting.	Other students are sitting.
Boys, jump. Girls, sit.	(Boys jump, girls sit)
Some students are jumping,	Some students are jumping.
Other students are sitting.	Other students are sitting.

(Continue with other similar commands.)
Call on individuals to respond. Mix the use of everyone, some and other.

4. Teach second verse to the "Marching Song".
We're marching to our chairs,
We're marching to our chairs,
Hi - ho, the merry-o,
We're marching to our chairs.

5. Give individual children pictures from the narrative. Call on two children to stand up. Have the first one say, "Some men are _____" and the second one says, "Some men are _____."

BOOK TWO, Unit VIII

Lesson 3

A. Aim of Lesson: To contrast the use of:
What are/What's; They're/He/She's

B. Visual Aids Needed: Pictures for narrative.
7 day calendar.
Action pictures from Unit VII.

C. Procedure:

1. Using action pictures from Unit VII as clues, do the following response drill:

½ class	½ class
What's he doing?	He's sleeping.
What's she doing?	She's combing her hair.
What's he doing?	He's bathing.

etc.

2. Using pictures from this unit as clues, do the following response drill:

½ class	½ class
What are they doing?	They're gathering breadfruit.
What are they doing?	They're cooking rice.

etc.

3. 7 day calendar.
Tell children, "Today is Wednesday. Today is a school day." Mark X in the Wednesday box. Ask children if they can tell you the names of the two days we don't have school and the first two days we do have school.

4. Add third verse to the "Marching Song".
We're sitting in our chairs.
We're sitting in our chairs.
Hi-ho, the merry-o
We're sitting in our chairs.

5. Mix pictures from #1 and #2 in this lesson. Flash a picture and call on individuals to ask the questions and respond. For example:
Teacher: (flashes picture of women cooking rice) John.
John : What are they doing, Roro?
Roro : They're cooking rice.

Teacher : (flashes picture of Anita eating) Marda.
Marda : What's she doing, Josephine?
Josephine: She's eating.

BOOK TWO, Unit VIII

Lesson 4

A. Aim of Lesson: Review -ing form of verbs with singular and plural subjects.

B. Visual Aids Needed: Pictures for narrative.
Puppets mother and Anita.
7 day calendar.

C. Procedure:

1. 7 day calendar
   Tell children today is the fourth school day. The name of the day is Thursday. Review the previous days of the week.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Mother: It's late, Anita. What are you doing?

   Anita : I'm brushing my teeth.

   Mother: Where are your brothers?

   Anita : They're eating breakfast.

4. Drill:

Teacher (performs action)	Children (respond)
(jumps)	You're jumping.
(walks)	You're walking.
(waves)	You're waving.
(writes)	You're writing.
(sits)	You're sitting.
(opens door)	You're opening the door.
(closes window)	You're closing the window.
(draws a house)	You're drawing a house.

5. Give pictures from narrative to various individuals. Have them ask of their classmates, "What are they doing?"

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
7 day calendar.

C. Procedure:

1. 7 day calendar.
   Tell children, "Today is the last school day. Today is Friday." With the children, count the days in the week. Then count the school days. Name all the days of the week. Name the school days.

2. Pass out pictures of the narrative to individuals. Ask them to line up in order. Have them tell the narrative.

3. Mix pictures from narrative with action pictures from Unit VII. Have IT select a picture. His classmates try to guess what picture it is by asking, "Are they cooking the pig? Is he eating? Is she bathing?" etc.

4. Have children draw a picture of an activity they like in the kamadipw. Have children talk about their pictures. They might write something about it in their own language.

ACHIEVEMENT TEST: BOOK TWO, Unit VIII

Structures to be tested: Everyone is ________.
Some/Other

Items required:
1) Randomized list of students.
2) Pictures of various activities (from comprehension narrative):
people marching
running
eating
playing ball
working
cooking (rice)
making (mwaramwars)
etc.

Instructions:

I. Calling on individuals at random, hold up a picture and ask,

"What is everyone doing?"

The student should respond,

"Everyone is ________."

After all the students in the room have been tested, continue with the following:

II. Calling on individuals at random, hold up two pictures and ask,

"What are the people doing?"

The student should respond,

"Some people are (running) and the other people are (cooking)."

For both I and II, show the students what you want by going through several pictures with them.

Scoring:

On I, score each student 1 point for using "everyone is ______" properly. On II, score each student 2 points for using "some" and "other" correctly. (On II, it is therefore possible to receive 2,1, or 0 points.)

BOOK TWO, Unit IX

Listening Comprehension Narrative

Dakio has a new pet. It's a baby monkey and its name is Minetta. It likes to sit on Dakio's shoulder and put its arms around his neck.

It was the first monkey on the island. All the children came to see the monkey.

Anita looked at the monkey and said, "She has a very long tail."

Astaro said, "The monkey looks very funny. Where is she from?"

Dakio said, "Minetta comes from Palau. My uncle brought her to me."

Marda said, "She has little hands like a baby's."

Ben said, "Yes, and she has little feet, too."

"Please let me hold her. She looks very nice," Julida said.

"You can't hold her now," Dakio said. "She's very little. You can play with her when she's bigger."

Astaro asked, "Where do monkeys come from? They look like people and they look like animals."

"Mr. Smith, the English teacher, knows about monkeys," said Dakio. "Maybe he'll tell us next week."

Structures previously taught:
Where is he from?
He likes to sit ________.
It has a very long tail.

New for production:
have/has
Do you have a pet?
Does he have a tail?

New for recognition: Future tense/Past tense

Suggested comprehension questions:

1. Who has a new pet?
2. Is it a dog?
3. What's the pet's name?
4. Where did Minetta come from?
5. Do the children want to see the monkey?
6. Are there many monkeys on the island?
7. Does the monkey look like a baby?
8. Does it have big feet and hands?
9. Does it have a short tail?

Vocabulary for this unit:

have
has
Palau
monkey
don't
doesn't
does
do
fingers
animal
fur
snap
tight
wiggle
scratch
bite

BOOK TWO, Unit IX

Lesson 1

A. Aim of Lesson: Review: Where are you from?
Teach : He/She has -----.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Review: Tell the children that Minetta is from Palau. Then ask a child, "Where are you from?" He answers, "I'm from Kepinle." Chain drill this around the room.

3. Have a 7 day calendar on the board:

S	S	M	T	W	Th	F

See if children know what day yesterday was. Color the block. Ask them what day today is. Mark X in the Monday block to show it's a school day.

4. Monologue: (Showing picture of monkey)
This is a monkey.
Her name's Minetta.
She has two hands.
She has two feet.
She has a very long tail.

After asking some comprehension questions such as "How many hands does she have?" or "What's her name?", repeat the monologue and have children repeat after you line by line.

5. Talk about a girl and a boy.

This is a boy.	This is a girl.
His name's Ben.	Her name's Grace.
He has two hands.	She has one nose.
He has two eyes.	She has one mouth.
He has two eyes and two ears.	She has two legs.

BOOK TWO, Unit IX

Lesson 2

A. Aim of Lesson: Review: He/She has
Teach : Do you --------?
Does the monkey have --------?

B. Visual Aids Needed: Pictures for narrative.
Puppets Anita and Dakio.

C. Procedure:

1. Review: Have on chalk tray pictures of various animals we have studied in earlier lessons. Call on individuals to select an animal and talk about it.
   This is a goat.
   It has two ears.
   It has two eyes.
   It has a tail.
   etc.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach dialog:

   Dakio: The monkey has a tail. Do you have a tail?

   Anita: No, I don't. Does the monkey have teeth?

   Dakio: Yes, it does.

4. Drills: (Clue by pointing to part of body)

a.

½ class	½ class
Do you have two eyes?	Yes, I do.
one mouth	Yes, I do.
one ear	No, I don't.
eight toes	etc.
two knees	
two noses	

b.

Does the monkey have one nose?	Yes, it does.
two mouths	No, it doesn't.
one arm	etc.
two legs	
two eyes	
two tails	

5. Mark Tuesday on 7 day calendar and review previous days.

BOOK TWO, Unit IX

Lesson 3

A. Aim of Lesson: Review: Classroom objects
Teach : I/You have --------.

B. Visual Aids Needed: Pictures for narrative.
Small cutouts of objects from BOOK ONE, Unit V.

C. Procedure:

1. Chain drill:
   a. A: Do you have two eyes?
   B: Yes, I do. Do you have two mouths?
   C: No, I don't. Do you have a head?
   etc.
   b. A: Does the monkey have a tail?
   B: Yes, he does. Does the monkey have two ears?
   C: Yes, he does. Does the monkey have a mouth?
   etc.

2. Present listening comprehension narrative and ask comprehension questions.

3. Teach song: "I Have Ten Fingers"
   I have ten fingers
   They belong to me
   I can make them do things.
   Would you like to see?
   I can make them snap
   I can close them tight
   I can make them wiggle
   Or scratch a bite.

4. Teach rhyme: (with action)
   I have ten fingers
   I have ten toes
   I have one mouth
   And I have one nose.

5. Pass cutouts of various objects (see your visual aids for BOOK ONE, Unit V). Have the children tell what they have.
   I have a comb.
   I have an eraser. etc.

6. Chain drill:
   A: I have a chair. You have a pencil.
   B: I have a pencil. You have a crayon.
   C: I have a crayon. You have a book. etc.

Lesson 4

A. Aim of Lesson: Review: Do you have ________?
Teach : They have ________.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review: Chain drill:

   A: Do you have a pet?
   B: Yes, I do. I have a dog.
   C: Do you have a pet?
   D: No, I don't. Do you have a pet?
   etc.

2. Present listening comprehension narrative and ask comprehension questions.

3. Tell the following story to the children.

   Monkeys are animals. They live in the jungle. They have brown fur. They have long tails. They have two arms. They have two legs. They have one mouth, one nose, two ears and two eyes.

4. Ask questions about #3. Then repeat each line and have children repeat after you.

5. Have pictures of various animals on the chalk tray. Call on individuals to tell about a particular group of animals such as cows, chickens, goats, pigs, cats, dogs, etc.

BOOK TWO, Unit IX

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "I Have Ten Fingers"

2. Call on each child to tell one thing he has:
   I have two eyes.
   I have ten toes.
   etc.

3. Teacher tells the class that we have many things in the classroom. Ask each child to tell one thing we have in the classroom.
   We have some tables.
   We have some blocks.
   etc.

4. Pass out pictures of people or animals. Have children talk about them using as many sentences as they can with have or has.

5. Teach song: "I Have Two Hands"
   I have two hands (hold up hands)
   They belong to me (point to self)
   I can make them do things
   Would you like to see?
   I can clap them together (clap hands)
   Or open them wide.
   I can wave at somebody (wave)
   Or make them hide. (put behind you)

ACHIEVEMENT TEST: BOOK TWO, Unit IX

Structure to be tested: has/have

Items required:
1) Randomized list of students.
2) Pictures of various animals: pig, goat, cow, hen, (chicken), cat, bee.

Instructions:

Tell the children that you are going to call on them and ask how many of certain parts of the body they have. Later on, you will ask the same type of question, only using pictures of animals instead.

For example:

Teacher: (John), how many (ears) do you have?
John : I have two ears.

Teacher: (Erwihne), how many (noses) do you have?
Erwihne: I have one nose.

Teacher: (Elias), how many feet does (Enrike) have?
Elias : He has two feet.

Teacher: (Liwine), how many arms does (Esther) have?
Liwine : She has two arms.

Teacher: (holding up a picture of a goat)
How many legs does a goat have?
Student: It (He) has four legs.

Scoring:

Give each student 1 point for using has or have correctly.

Suggested vocabulary:

hands, ears, legs, arms, noses, shoulders, knees, fingers, mouths, feet, eyes, heads.

BOOK TWO, Unit X

Listening Comprehension Narrative

Once there lived three billy goats. Their last name was Gruff. They lived near a river. There was good grass on the other side of the river.

There was a bridge across the river. Under the bridge lived a troll. He had very big eyes and a very long nose. He was a bad troll. He liked to eat people and animals.

One day the goats said, "Let's go across the bridge and eat the green grass on the other side."

The smallest goat went first. "Trip-trip, trip-trip, trip-trip," went his little feet on the bridge.

"Who's crossing my bridge?" asked the troll.

"I'm Little Billy Goat Gruff," said the little goat.

"I'm going to eat you up," said the troll.

"No, please don't eat me," said the little goat. "My brother is coming. He's bigger than me. He's better to eat."

"Very well," said the troll. "But hurry up, get off my bridge. I'll wait for your brother."

So Little Billy Goat Gruff went to eat the green grass.

Soon the second goat came across the bridge, "Trip-trap, trip-trap, trip-trap," went his feet on the bridge.

"Who's crossing my bridge?" asked the troll.

"It's me. Middle Billy Goat Gruff," called the goat.

"I'm going to eat you up," said the troll.

"Oh, please, don't eat me up," the goat said. "My brother is coming. He's better to eat."

"Very well," said the troll. "But hurry up. Get off my bridge. I'll wait for your brother."

Soon Big Billy Goat Gruff came to the bridge, "Trap-trap, trap-trap, trap-trap," went his feet.

"Who's crossing my bridge?" called the troll.

"It's me. Big Billy Goat Gruff," the goat answered.

"I'm going to eat you up," said the troll.

"Come right up," said Big Billy Goat Gruff. "I'll throw you into the river."

Big Billy Goat Gruff hit the troll with his horns. The troll fell into the river.

The goat crossed the bridge and ran up the hill to eat the green grass.

Structures previously taught: on/under the bridge
very long nose
Let's --------.
I'm Little Billy Goat Gruff.
He liked to _______.

BOOK TWO, Unit X

New for production: Who's crossing the bridge?
Little Billy Goat Gruff is crossing the bridge.
Who's bouncing the ball?
John is (bouncing the ball.)
The goat/goats lives/live near a river.

New for recognition: bigger, better
There was ________.

Suggested comprehension questions:

1. Where did the goats live?
2. How many goats were there?
3. Who lives under the bridge?
4. Where was the green grass?
5. Which goat crossed the bridge?
6. What does the troll eat?
7. Was Big Billy Goat Gruff strong?
8. Did the goats eat the green grass?
9. Who fell in the river?
10. Was the troll very handsome?

Vocabulary for this unit:

grass
bridge
crossing
river
troll
hurry up
bouncing
sweeping
erase
near
store
church
knocking
handsome

BOOK TWO, Unit X

Lesson 1

A. Aim of Lesson: Teach: Who's crossing the bridge?
Little Billy Goat Gruff is crossing the bridge.

B. Visual Aids Needed: Pictures for narrative.
Puppets Anita and Dakio.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Using pictures of goats crossing the bridge:
Teacher: Who's crossing the bridge?
Class : Little Billy Goat Gruff is crossing the bridge.
(Do the same with the two other goats.)

3. Teach dialog:
Dakio and Anita are on their way to school. They see someone coming over the bridge.

Dakio: Who's that crossing the bridge?

Anita: That's Marda. She's crossing the bridge.

Dakio: Hurry up, Marda.

Anita: We're late.

4. Drills:
a. Who's that crossing the bridge?
river
stream
street
lawn

b. Marda's crossing the bridge.
She's
river
Dakio's
street
Mr. Santo's
stream
He
Anita's
lawn
The man's

BOOK TWO, Unit X

Lesson 2

A. Aim of Lesson: Teach: Who's bouncing the ball?
John is (bouncing the ball.)

B. Visual Aids Needed: Pictures for narrative.
Action pictures - Anita, Dakio.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Teacher gives a command to a student:
Teacher: Kadlin, bounce the ball.
(Kadlin bounces the ball)
Teacher: Who's bouncing the ball?
Class : Kadlin's bouncing the ball.
Teacher: Jorge, erase the board.
Elwise, sweep the floor.
Frank, write your name on the board.
(Children do actions)
Teacher: Who's writing [illegible] the board?
Class : Frank is (writing on the board.)
Teacher: Who's sweeping the floor?
Class : Elwise is (sweeping the floor.)
etc.
(A student might act as teacher after a while.)

3. Drills: (Clue with pictures)

a.

½ class	½ class
Who's crossing the bridge?	Little Billy Goat Gruff is.
Who's brushing his teeth?	Dakio is.
Who's taking a bath?	Anita is.
Who's changing his clothes?	Dakio is.
Who's going to school?	Anita is.
Who's wearing a blue shirt?	Astaro is.
Who's drawing a picture?	Anita is.
Who's waving his hand?	Dakio is.

b. Little Billy Goat Gruff is crossing the bridge.
He
brushing his teeth.
taking a bath.
Anita
washing her face.
She
going to school.
Astaro
wearing a blue shirt.

BOOK TWO, Unit X

Lesson 2

b. (cont.)

Little Billy Goat Gruff is	crossing the bridge.
Marda	drawing a picture.
she	waving her hand.

BOOK TWO, Unit X

Lesson 3

A. Aim of Lesson: Review: Who's ________? Dakio is.
Teach : The goat lives near a river.
The goats live near a river.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review:
Teacher: Who's wearing a red shirt?
Class : Jacob is.
Teacher: Who's wearing a red dress?
Class : Grace is.
Teacher: Who's wearing a pink scarf?
Class : Lilian is.
Teacher: Who's playing with marbles?
Class : Tony is.
etc.

2. Present listening comprehension narrative and ask comprehension questions.

3. Tell the children that the goats live near a river. Ask them if any of them live near a river or stream. From their answers make sentences:
John and Tonio live near a river.
Alenson lives near a river.
etc.
Ask children if any of them live near a store, the church, near the school, near the nahs, etc.

4. Drills:
a. The goats live near the river.
boys
girls
men
chickens
pigs
carabaos
b. The goat lives near the river.
boy
girl
man
chicken
pig
c. The goat live (s) near the river.
boy
girls
chicken
boys
man
pig
goats
pigs

BOOK TWO, Unit X

Lesson 4

A. Aim of Lesson: To contrast present progressive with habitual present.
He's crossing the bridge.
He crosses the bridge every day.

B. Visual Aids Needed: Pictures for narrative.
Action pictures of Anita and Dakio.

C. Procedure:

1. Have children listen carefully as you show pictures and say the following:
Anita's taking a bath.
She takes a bath every day.
She's combing her hair.
She combs her hair every day.
She's changing her clothes.

   Repeat sentences and have children repeat after you.

2. Show pictures of Dakio doing the same actions. Call on individuals to have them say similar sentences to those said about Anita.

3. Drill:
   a. Response drill: (Cue with pictures)

½ class	½ class
Do you bathe every day?	Yes, I do.
Are you bathing now?	No, I'm not bathing now.
Do you brush your teeth everyday?	Yes, I do.
Are you brushing your teeth now?	No, I'm not brushing my teeth now.
comb your hair	
change your clothes	
wash your face	
do your homework	

   b. Transformation

½ class	½ class
I'm washing my face.	I wash my face everyday.
I'm writing my name.	I write my name everyday.
I'm brushing my teeth.	I brush my teeth everyday.

4. Present listening comprehension narrative and have children say the words of the goats with you.

Lesson 4

5. Play Simon says: Use actions and use verbs in the present progressive. For example:

Simon says, "I'm taking a bath."
"I'm brushing my teeth."
Simon says, "I'm sitting down."
etc.

Lesson 5

A. Aim of Lesson: Reivew all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Action pictures of Anita and Dakio.

C. Procedure:

1. Have students dramatize the narrative. Assign roles of goats and troll to individuals. You may want to do this more than once.

2. Play "Who's Knocking On The Door?"
   Have five students stand with their backs to the class.
   Teacher asks one person at his seat to knock loudly on his desk.
   Then the five students turn around to face the class. The class asks, "Who's knocking on the door?" Each of the five in turn gets to guess. (John is, Suhlinda is, etc.) Those who cannot guess correctly are replaced by those whom they call on.

   Substitute: bouncing the ball, singing, reading, etc. for knocking on the door.

3. Chain drill:

   A: Do you bathe everyday?
   B: Yes, I do. Do you brush your teeth everyday?
   C: Yes, I do. Do you eat everyday?
   etc.

4. Pass out action pictures of Anita and Dakio.
   Have individuals talk about the pictures.

   This is Dakio.
   He's brushing his teeth.
   He brushes his teeth everyday.

   This is Anita.
   She's changing her clothes.
   She changes her clothes everyday.
   etc.

ACHIEVEMENT TEST: BOOK TWO, Unit X

Structures to be tested: -ing verbs
3rd person singular verbs

Items required:
1) Randomized list of students.
2) Pictures of Anita and Dakio doing these actions: bathing, getting dressed, combing hair, sleeping, washing clothes, brushing teeth, etc.

Instructions:

I. Calling on the children at random, first test them using -ing verbs.

Hold up a picture and ask,

"What is (Dakio) doing?"

The child should answer,

"He's (bath)-ing." or "He's (comb)-ing his hair." etc.

II. Next, using the same pictures, test for their use of the 3rd person singular verb.

Hold up a picture, and ask,

"What does (Anita) do everyday?"

The student should respond,

"She (takes a bath) everyday." or

"She (combs her hair) everyday."

etc.

Scoring:

Score 1 point for using -ing properly; score 1 point for using 3rd person singular verbs properly (i.e., /-s/,/-z/. or /-iz/).

VOCABULARY INTRODUCED IN BOOK TWO

already
animal

baby
balloon
bananas
baseball
bathing
bite
bounce
bouncing
breadfruit
bridge
brush
busy

candy
catch
change
church
cleans
cloudy
coffee
cold (n.)
cook
cooking
crossing
crying

dinner
do
does
doesn't
don't
doughnut
draw
drink

eat
eight
elephant
erase
everyday
everyone

face
falling
fell
fingers
firewood
fish
five
four
Friday
fur

game
garden
gathering (v.)
grass

has
hair
handsome
have
hiking
home
house
how
hungry
hurry up

king
knocking
know

learn
left
like
listen
live
long
looking

making
milk
Monday
monkey

near
new
nine

old
one (number)
one (pronoun)
other
owl

Palau
peanuts
pepper
play
pounding

rabbit
rice
right
river
rooster

Saturday
scratch
seed
seven
shirt
six
sky
sleeping
snake
snap
some
store
Sunday
sweeping
swimming
swing

tail
talk
taro
teach

teeth
thirsty
throw
Thursday
tight
title
Tuesday
troll

very

want
wash
watch
Wednesday
weed (verb)
which
wiggle
wink

years